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ABSTRACT

This dissertation reports on a study of parental attitudes toward public education, with race and socio-economic status as controlling variables. "Your School" Scale was administered during interviews with 240 Indian, Black and White parents, and served as the dependent variable in the study. Race, socio-economic status and school environment were designated independent variables. Analysis of the data indicated that: (1) the socio-economic status of parents does not influence their attitudes toward public education; (2) of the three racial groups, Black parents are more likely to have a more positive attitude toward public education than Indians and Whites; and (3) Blacks and Whites are more favorably disposed toward desegregated school than are Indians. It is suggested that a comparative study be conducted relative to both parental attitudes toward public education and student achievement, since the two are most probably related. (Author/PC)

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THE UNIVERSITY OF MIAMI

THE EFFECTS OF SOCIO-ECONOMIC STATUS AND RACE ON PARENTAL ATTITUDES TOWARD PUBLIC EDUCATION IN A TRI-RACIAL SCHOOL DISTRICT

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BY

Gerald D. Maynor, Sr.

A RESEARCH PROJECT

Submitted to the Faculty
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of the requirements for the degree of
Doctor of Education

Subject

The Effects of Socioeconomic Status and Race on Parental Attitudes Toward Public Education in a Tri-Racial School District

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The public schools of the United States have passed through a trying period during the past several years when the dominant mood of the nation was one of disillusionment which has been brought about by the war in Viet Nam, student protest, racial strife, Watergate, the energy crisis and the upsurge in the cost of living. Nevertheless, respect for and confidence in the public schools remain at a high level (Elam, 1973). Numerous reasons may be proposed to explain this positive opinion toward public schools. Educators at one time believed parental involvement with the school to be the major criterion associated with school approval. Research has demonstrated however, that factors other than participation and traditional information programs are related to parent attitudes toward schools (Elam, 1973).

Haak (1956), examining this premise, estimated that 15 per cent of the citizenry hold a favorable opinion toward schools and are well informed about them; 30 per cent hold a favorable opinion but are not

informed; 45 per cent hold no opinion of the schools and little knowledge about them; and 10 per cent hold an unfavorable opinion and are well informed. McLaughlin (1962), expanding upon Haak's analysis reported that favorability toward schools is not necessarily associated with the amount of information possessed about the school. All social classes investigated were found to be favorable toward the schools sampled. The upper class, however--the best informed group--was the most critical. McLaughlin concluded that:

> This negates the belief that persons who are better informed about their schools will hold more favorable opinions toward them than those who are least informed (p. 60).

Education in the United States is still widely regarded as the royal road to success in life. At the same time, a few clouds are appearing on the horizon.

There is some evidence to support the argument that many black leaders are no longer demanding total integration as a solution to the problem of inequality of educational opportunities. Instead, many now want to exert a strong control over the schools and to upgrade educational attainment in a segregated setting (Lockwood, 1968).

Some research supports the idea that schools, with attendance from lower socio-economic families, do not offer the same quality of institutional programming as

is offered to children of more affluent families. Schools serving lower socio-economic groups receive less support from the community than do more affluent families, must hire the least experienced teacher and suffer the highest teacher turnover (Sexton, 1961).

It is likely that if similar research were conducted on schools for native Americans regarding community control and support, similar results would be found. Protest groups have often demonstrated to have Indian schools returned to local control. Indians feel that they are in a better position than most citizens to protest against racial desegregation because they stand more risk of being submerged in the black-white society and of losing their cultural identity (Sharpe, 1973).

Unless those who are interested in the continued strength and well being of the public schools become more aware of educational concerns of minority groups, the problems of public education in the United States could become more critical.

Statement of the Purpose

In the public school systems of America both boards of education and professional personnel are accountable to the public. Therefore, school boards and

superintendents need informational systems to assess community desires, attitudes, and knowledge about public education.

Scientific sampling of public opinion is a means of learning how citizens use various qualitative and quantitative criteria in determining the excellence or lack of it in their local school system. Opinion survey permits investigation of specific educational issues such as community attitude toward general approval of the school; curriculum and course content; building adequacy and maintenance; school-parent communications; personal guidance, and social skills.

These professional opinion surveys facilitate the decision-making process so that the decisions reflect more accurately the mind and the mood of the citizenry.

The purpose of this study is to investigate the attitudes toward public education of parents of different races and different socio-economic groups and their relationships to each other. More specifically, this study should provide and examine data relative to the following questions.

1. Does the socio-economic status of parents significantly affect attitudes toward education?

2. Does the race of parents significantly affect attitudes toward public education?

3. Does the racial composition (multi-cultural or racially identifiable) of public schools significantly affect parental attitude toward public education?

Background of the Problem

Background information in reference to attitudes, socio-economic status and race will be presented below.

Attitudes

Differences in beliefs, value systems and ideologies are more apparent in modern society than ever before. These differences are especially evident in the attitudes of members of various racial and ethnic groups. Such differences often cause conflict among groups, and the resolution of such conflict can often be brought about only by changes of attitudes.

Today, differences in attitudes among various racial and ethnic groups should be considered very seriously by educational leaders. Diverse groups and cultures have traffic with one another whether they like it or not. The modern achievements in communication, transportation, industry and commerce, as well as the instruments of destructions, have created mutual dependence among human groups for their livelihood and for their survival (Sherif, 1967).

Therefore, it does matter how various groups of people perceive their ways of life, their ways of doing things, their stands on the family and on social, religious, economic, educational, and political issues as well as how they conceive the views of others.

Attitudes are the more or less lasting assumptions of people about their environment. People have premises and enduring expectations about the way the world operates; people have high regard for their family; people view other groups and persons from different perspectives; people value their religion and their country; they have beliefs that strengthen their political viewpoint; they have convictions about what is right and what is wrong. "Attitudes are concerned with lasting assumptions, lasting premises, lasting beliefs, lasting convictions, and lasting sentiments" (Sherif, 1967).

Attitudes are important to individuals and should be of vital interest to everyone. A person's attitudes define for him what he is and what he is not; that is, what is included within and what is excluded from his self-image. These attitudes are not brief or passing affairs for the individual. In fact, there is a tendency for attitudes to remain static while world problems change. Problems develop when individuals maintain premises for a world that is no longer there, because it has changed while their attitudes have not.

Social Class

There is no structure in our society so uniquely equipped as the school to assimilate the poor into the mainstream of American society. The school throughout

its long history has gradually relieved the family of most social responsibilities for child rearing (Weinberg, 1971). The school, in terms of its goals, has been designated by the society to make "Americans" out of all who pass through its classrooms. Parker (1968) noted that schools have served quite well the youth from middle- and upper-socio-economic classes, but have not served deprived youth so well.

> They offer much to youth from good homes who are motivated by parental attitudes, ready, and anxious to take advantage of learning opportunities. They do considerably less well in meeting the needs of sons and daughters of low-income families (p. 363).

Research by Ohlendorf and Kuvlesky (1967) indicated that success in school may be a matter of educational aspirations and expectations of low-income families. They found that socio-economic status played an important part in the development of aspirations and expectations concerning education. Children of lower-socio-economic backgrounds often do not display the cognitive ability or the desired behavior in the same way that children of more advantaged backgrounds do.

Children from disadvantaged homes are organizationally separated from their peers. They are assigned to special reading groups, socially isolated, disproportionately punished, and socially defined by their classmates as educationally inferior (Weinberg, 1971).

The long-range effects of early placement are usually permanent. Sheldon and Eleanore Glueck (1953) suggested that they could predict educational failure at a very early age on the basis of differentiation in the early stages of education. Classification of students on the basis of educational testing in a normal and often useful technique for managing social relationships. The dysfunctions resulting from such classification, however, are considerable, as the research literature in this area testifies (Weinberg, 1971).

Race

For the purpose of this study "race" is used to differentiate between American whites, American blacks and American Indians. The concept of "race" appears to be a determining factor in parental attitudes toward public education.

There has been a long tradition in America of folklore and mythology regarding race. Stereotypes have been formed and scapegoats have been used. This lack of understanding has caused many persons to react suspiciously, defensively, and aggressively toward individuals of an alien culture. Kvaraceus (1966) maintained that some racial groups make hate and aggression an honorable cause by justifying and rationalizing their actions against people who are "different."

Definition of Terms

For the purpose of this study, the following definitions will be used:

Socio-Economic Status. Education, occupation, and income are three of the most reliable indicators of socio-economic status in American society (Pinkney, 1969). These three variables are usually interrelated and they reinforce one another. For the purpose of this study, however, occupation will be used to determine socio-economic status. Occupations will be classified in this study by the Socio-Economic Status Index, a scale developed by Duncan (Reiss, 1961). Socio-Economic Status will be analyzed as an independent variable.

Race. For the purpose of this study, "Race" will be used to differentiate between American whites, American blacks, and Lumbee Indians, who will be identified by the interviewer. Race will be analyzed as an independent variable.

Attitudes. "Attitudes," as described by Sherif (1967) "are assumptions, premises, beliefs, convictions and sentiments one has about his environment." For the purpose of this study parental attitudes toward public education will be assessed. A 34-item questionnaire

entitled, "Your School" Scale, which was developed by Robert P. Bullock of the Ohio State University will be used to assess parental attitudes. Parental attitude scores will be analyzed as the dependent variable.

School Environment. This phrase refers to multi-cultural or racial identifiable schools. Parental attitudes will be assessed and analyzed relative to each environment. A more specific definition of each environment follows. Each environment will be analyzed as an independent variable.

Multi-Cultural Schools. Those schools containing a student population representing at least ten per cent of each of the three racial groups are considered to be Multi-Cultural Schools.

Racially Identifiable Schools. In Keyes (1973), the U. S. Supreme Court said that "what is not a segregated school will necessarily depend on the facts of each particular case."

In short, the U. S. Supreme Court avoided specific formulas or numerical standards in determining whether or not a school is segregated and left it a matter of proof in each individual case (Shannon, 1973).

For the purpose of this study, racially identifiable schools are those whose student population is represented by eighty-one or more per cent of one racial group. This figure was determined for the sake of convenience to facilitate stratification of the schools.

Limitations

Research conducted in the public schools with a tri-racial population has been sparse with respect to the relationships among parental attitudes, race and socio-economic levels. This study is, therefore, essentially exploratory. Certain limitations are imposed upon the study in relation to instrumentation and sampling. Specifically, they are as follows:

1. This study makes no attempt to control for individual perceptions but instead uses the sum of the individual responses to form a consensus of the reality of the situation.

2. The instruments and sample limit generalizations to the sample under investigation.

Significance of the Study

Social institutions which depend on the public for support should be aware of the need for periodic assessment of the public's attitude toward their effectiveness. Schools are also social institutions and, as such, they must be aware of the attitudes of the people they serve.

The need for an understanding of parental attitudes is particularly acute in newly desegregated schools. Basic attitudes of the various ethnic groups represented in the community must be known before acceptable solutions can be found for the problems presented by the desegregation process.

Information on parental attitudes, race, and socio-economic status and the relationship among these variables should be vital concerns for school administrators because the success of the entire educational enterprise may be dependent on such information.

Hypotheses

The major concern of this study is to determine the relationships that exist among race, socio-economic status, and parental attitudes toward public education in a multi-cultural or racially identifiable school environment. Each of the seven hypotheses are stated in the null form. The null hypothesis is a succinct way to express the testing of obtained data against chance expectations.

Hypothesis I

There will be no significant differences in attitudes toward public education among parents of different socio-economic status.

Hypothesis II

There will be no significant differences in attitudes toward public education among parents of different races.

Hypothesis III

There will be no significant interaction in attitudes toward public education among parents of different socio-economic status and different races.

Hypothesis IV

There will be no significant difference in the attitudes toward public education of parents whose children attend multi-cultural schools and those whose children attend racially identifiable schools.

Hypothesis V

There will be no significant interaction between race and school environment regarding parental attitudes toward public education.

Hypothesis VI

There will be no significant interaction between socio-economic status and school environment regarding parental attitudes toward public education.

Hypothesis VII

There will be no significant interaction among race, socio-economic status and school environment regarding parental attitudes toward public education.

Summary and Overview

Chapter I contained the statement of the problem, including the purpose, questions to be answered, background, definition of terms, limitations and hypotheses. Chapter II will include the review of the literature and related research. The research design, instrumentation and procedures will be treated in Chapter III. The findings will be described in Chapter IV. The summary, interpretations and discussions, conclusions and recommendations, will be found in Chapter V.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

This chapter is divided into six sections. Section I consists of a brief review of the literature and research relating to social stratification as an influence upon views held by the public toward education. Section II consists of a review of literature and related research relative to the variance of priorities for the schools. Section III consists of a review of the literature and related research in reference to demographic variables as an influence upon public opinion toward schools. Section IV consists of a review of the literature relative to race as a factor in parental attitudes toward education. Section V consists of a review of research in reference to the influences of parental participation on student achievement. Section VI consists of available research which utilized the "Your School" Scale (Bullock, 1959).

Section I: Social Stratification as an Influence Upon Views Held by the Public Toward Education

Interest in social class differences as they relate to individual behavior has been particularly intense during the current generation. American social

classes were examined in such studies as Elmtown's Youth (Hollingshead, 1945), Middletown: A Study in Contemporary American Culture (Lynd, 1929), and Plainville, U. S. A. (Withers, 1945). These studies dealt with the American ideal of equality as it functions in definable social class structures. People within various social classes were found to demonstrate tendencies to interact among themselves and through their own institutions.

McLaughlin (1962), in examining the opinions held by various social classes of one high school district, found differences in social class attitudes toward (1) encouragement of high school graduates to attend college, and (2) the inclusion of art and music in the curriculum. All social classes in this high school district favored the teaching of art and music, but the upper class was the most critical. Regarding college attendance, the upper class was more cautious than the lower class in commending high school graduates to attend college. The lower class' response was almost four times greater than the upper class' in favor of the belief that 70-100 per cent of high school graduates should attend college. Moreover, when asked whether college attendance should be restricted to the intellectually gifted, the upper class recorded a favorable response three times greater than the lower class.

Hills (1961) examined relationships between education expectations of social class groups and the tasks of public education in two high schools. A preference of all social classes was for a more structured, directive teaching style. The middle and lower classes expressed different opinions, however, regarding curricular orientations with the middle class favoring an intellectual approach and the lower class favoring a social approach.

Social-Economic Effect on Parental Apathy

Parker (1964) found that differences among community responses to public education usually reflected the social and economic patterns within the community; lower socio-economic community members tended to respond less favorable and less knowledgeable to public education than higher socio-economic members. One can surmise that members of high socio-economic strata are able to exert greater efforts to influence the schools and keep informed. The parents from a lower stratum also find it most difficult to get off work or pay a babysitter in order to participate in school functions. Similarly, Fish (1964) found that a negative parental attitude toward financial support of schools correlated with unstable personal income.

Vroom (1960), also, found that people accustomed to living in an authoritarian environment (often, also, low socio-economic status) do not find the same satisfaction in participation in decision-making as those with other kinds of backgrounds. Thus, it might be concluded that the black and Indian who have not been extended the same educational opportunities as other Americans, may not be expected to support public education.

In this study, socio-economic status was used as a demographic variable which was analyzed in conjunction with parental attitudes toward public education.

Section II: Priorities for the Schools

One of the goals of public schools has always been acculturation--the assimilation of immigrants and other aliens into the mainstream of American life. Many who wished to be assimilated became integrated into the dominant culture, but others saw it as a threat to their culture heritage (Allen & Hecht, 1974).

An extensive study conducted by the Midwest Administration Center (Downey, Seager, & Slagle, 1958), found different sub-cultural expectations for public schools. The researchers found that educators and the public did not differ significantly in assigning highest priority to the development of the intellectual

capacity of students. However, educators assigned higher priority to the development of aesthetic and emotional (personal) dimensions than did non-educators, who gave higher priority to the vocational dimension. Differences of priority were also found for numerous other subpublics classified by occupational status, educational level, social class, geographic region, age, race, and religion.

Goldhammer (1965) reported the following reasons for traumatic changes in society: (1) a revolt against governmental paternalism; (2) urbanization and a reduction of Jeffersonian agraianism; (3) a challenge of the work-for-work's-sake Protestant ethic; (4) a search for individualism within an increasingly complex technology; and (5) a rejection of middle-class values and mores.

Are the schools adjusting accordingly? Since school board members are more traditional in their values and goals for the schools than any other school-related group including parents, greater differences have arisen between educational priorities set by school boards and those established by parents (Abbott, 1968).

The most critical problem facing educators is to strike a balance between their own professional assessment of education needs and the concerns of the community

regarding the schools. If this problem remains unresolved, all efforts to educate the young may be expended in vain.

The chief priority established for this study was the attitude of parents toward public schools relative to the following:

1. General school approval or rejection
2. Curriculum and course content
3. Personal guidance and social skills
4. School-parent communications
5. Building adequacy and maintenance

Section III: Demographic Variables As An Influence Upon Public Opinion Towards Schools

Hand (1948) represented a position which maintained that participation in school activities is closely associated with public approval of schools. Hand's findings have been reinforced in the findings of Shipton (1956) and Haak (1956), both of whom extended their research beyond this finding. Shipton commented upon school approval and associations with clusters of demographic variables, while Haak investigated the impact of "opinion," as distinguished from "knowledge," upon school approval.

Shipton found the following factors to be correlated with disapproval of public education:

1. Lower than average education, with the possible exception of those with graduate school training.

2. Parochial-private school exposure, for self or through children, exclusively.

3. No present contact with public schools through children.

4. First generation citizenship in the United States.

5. Manual occupations.

6. Protestantism, within selected sub-publics, especially high-status males.

7. Age (the older group is more critical).

8. Lack of contact with personnel of the public schools, especially teachers and principals.

9. Feeling of personal ineffectiveness in community affairs.

10. Intolerance for ambiguity.

11. "Anomie," or despair of long-range goals, stable status, and interpersonal relations.

12. Miscellaneous: job doubt; pessimism with regard to financial future; lack of participation in local political activity; lack of priority group or close friends.

Haak's (1956), investigation of the distinction between "knowledge" and "opinion" towards schools held by the public, though not germane to the topic of

demographic variables, reinforced the findings of Shipton. Haak assumed that although public opinion is favorable towards schools, people hold both opinions and knowledge about schools. Citizens were classified in this regard as follows:

1. Favorable towards schools, and well informed (15 per cent).

2. Favorable, but not informed (30 per cent).

3. Having no opinion, but with little knowledge about the schools (45 per cent).

4. Unfavorable, and well informed (10 per cent).

The third group, 45 per cent of the public demonstrating no opinion and little knowledge about the schools, would appear to be the most strategic group to be influenced in a public relations effort. Haak suggested that greater understanding regarding public schools might be achieved through increased personal contact. For example, school visitations, open houses, and parent-teacher conferences would provide opportunities for personal contact between parents and school personnel. Such activities might tend to affect parent opinion even though the public's information might increase very little.

In a study emphasizing relationships between public approval of schools and demographic variables,

Bush and Deutschman (1960) examined associations among attitudes towards schools, voting behavior, and demographic variables. The researchers employed a Guttman Scale to measure attitudes for 496 respondents towards their local elementary school following a successful bond issue. People termed "consistent supporters" were those who possessed incomes ranging from $2,000 to $6,000 and over $9,000 with two or more children, high school graduates or beyond, Protestant, women, and between the age of 21 to 35. Those termed "opponents" were likely to be laborers or retired from the lowest economic group, with some high school education and over 45 years of age.

Numerous studies have investigated relationships between school approval and factors such as age, level of education and occupational status. In this study occupations were analyzed to establish socio-economic status of the respondents.

Section IV: Race As A Factor in Parental Attitude Toward Public Education

American Indians

The dominant culture of our society has frequently displayed a readiness to generalize about Indians and label them with convenient stereotypes. The fact is that Indian societies are today, and always have been,

widely different. Not only does each community or group differ from each other, but there are differences within each group (Spicer, 1962).

The educator should be more concerned about the Indian's orientation to knowledge and his attitude toward assimilation. Some Indians it seems, are favorably disposed toward the knowledge, values, and skills of the dominant culture and make an effort to acquire them. Many have gone so far as to lose their Indian identity altogether and become absorbed into the general American society. Others have different orientations. Such differences have serious educational consequences because attitudes of a few may not necessarily reflect the attitudes of the larger group toward education (Berry, 1968).

A review of the literature leaves one confused as to just what attitude Indian parents do hold regarding formal education for their children. The word most commonly encountered is "apathy" or some synonym. A common complaint of teachers of Indian children has often been that the parents are indifferent, apathetic or uncooperative (Fuchs & Havighurst, 1972).

Some writers, however, have defended the Indian against this charge of "apathy." Wax (1963) insisted that "apathy" is a convenient label to apply to people who do not happen to agree with the program that some official or reformer happens to be sponsoring.

Despite the apathy, hostility, and suspicions which are undoubtedly present, the main thrust of the literature is that Indians now place a high value upon schooling and desire it for their children (Henery, 1972).

In this study, the Indians involved are members of the Lumbee Tribe. They have never been wards of the government and, as a result, many have been acculturated into the mainstream of American society but not necessarily assimilated.

American Blacks

Being in the society but not part of it has fostered a conflict among black Americans: some strive to identify with white middle-class values, others reject all aspects of white culture. The former attitude sometimes leads to negative identification, while the latter frequently manifests itself in Black Nationalism (Pinkney, 1969).

According to Gordon (1964), the extent to which blacks have adopted the cultural patterns of the host society varies by socio-economic class. He saw the middle- and upper-class blacks as being totally acculturated, while the lower-class blacks are still at a considerable distance from the American cultural norm. A vast majority of black Americans belong to the

lower socio-economic class and, in some respects, their cultural patterns deviate from those of the large society. To a large extent, however, these differences appeared to be a function of class rather than race.

Downey et al. (1958) reported that black respondents, as a group, consistently gave higher priority to physical training and to education for home and family skills than did whites. Whites, in turn, gave higher priority to a desire for knowledge, world citizenship, and creativity than did blacks.

Marshall (1970) conducted a study of attitudes of parents of black, white and Jewish groups toward public education. Within the groups sampled, no differences emerged on attitudes toward public education, educational level of parents, and parental aspirations and expectations for their children. Within the community, blacks reflected the same attitudes and aspirations as did Jewish persons and whites. It would seem that many of the stereotypes about blacks being different, not caring, having less concern for educational attainment and the like may be unwarranted.

In this study the attitudes of blacks was analyzed relative to socio-economic status as well as race.

American Whites

Studies of American whites generally indicate that anti-Negro attitudes are widespread. Intensity of attitudes vary, depending on the region of the country, social class level, age, religion, and many other variables. There is some indication of change in attitudes in recent years (Pinkney, 1969).

Numerous studies have reported differences between blacks and whites on a large number of variables. Blacks in contrast to whites, are often reported to have lower socio-economic status, lower scores on achievement and intelligence measures, lower self-esteem, less internal control, and a higher need for social approval (Edwards, 1974). Downey, Seager, and Slagle (1958) reported that whites gave higher priority to the desire for knowledge, world citizenship, and creativity than did blacks. These generalizations are often taken to be representative of current thinking on black-white differences.

In this study the attitudes of whites were assessed toward public education and comparisons were made relative to socio-economic status and those school environments where their children are in the majority and minority.

Section V: Influence of Parent Participation on Student Achievement

The Coleman Report (1966) noted that students with a sense of power over their destiny and a sense of dignity and self-worth normally performed better in school than students who lacked these qualifications. The extent to which black students felt they could be masters of their destiny was a powerful determinant of their achievement, more important than all the measures of socio-economic status combined. Likewise, data from the U. S. Civil Rights Commission Study (1967) revealed that (1) although the achievement of minority children is highest in schools with predominately white population, (2) black pupils in schools with 90 per cent black and 10 per cent white population have higher achievement than black children in schools where the percentage of black and white students are equal.

Implications are that control of black schools by black parents can produce a sense of personal efficiency which could in turn, lead to improved performance of black students.

Related educational research on the degree of parent-teacher communication, at the home of the parent, indicated that a significant gain in the language ability of culturally disadvantaged pre-school children occurred for those children whose parents participated

in the program compared to those who did not (McCarthy, 1969). Participation amounted to voluntary one-to-one meetings between parent and teacher at the home of the parent, primarily to discuss the child's program and progress in the pre-school program. Brookover et al. (1965) compared the development of three randomly assigned low-achieving junior high school student groups. Those students whose parents had become most intimately involved in the school and in their children's development showed improvement in self-concept as well as in academic progress over the study year.

A variety of studies support the notion that parental participation in the schools affects student behavior and achievement. For instance, Cloward and Jones (1963) found that the involvement of parents of all socio-economic classes in school affairs proportionately increased the parents' assessments of the worth of education and their positive attitudes toward the schools as institutions.

Hess and Shipman (1966) concluded from a study of the effects of mothers' attitudes and behavior toward their children in test situations that the child will probably develop more useful images of the school, of the teacher, and of peer pupils if parents are included in a meaningful way in school activities. Rankin (1967) completed a similar study which supports the conclusions

of Hess and Shipman. Rankin separated pupils into high- and low-achieving groups and then interviewed the mother, only to discover that mothers of high achievers had a more positive attitude toward school than mothers of low achievers.

The involvement of parents presupposes a receptiveness by the schools. Jablonsky (1968) reported on the basis of personal observations of Compensatory Programs (individualized instruction) throughout the country, that:

> Schools which have open doors to parents and community members have greater success in educating children . . . . The children seem to be direct beneficiaries of the charge in perception on the part of the parent (p. 6).

The assumption here is that the more that parents are familiar with the true operations of a school the more pleased they will be but this cannot be generalized.

A different approach to this parental involvement-student achievement relationship was exposed by Rosenthal and Jacobson (1968). They reported that parent involvement in the school also positively influenced teacher attitudes toward children. Does this study merely recognize that those children whose parents are known to the teacher fare better in class than children whose parents are not known to the teacher? That would seem to be the case.

Many of the studies reported thus far have dealt with marginal participation of the parents. In a study completed by Roessel (1968) in Navaho County at Rough Rock, however, Indian parents voted on all matters of school policy and were deeply involved in school decision-making. In this setting, Roessell concluded from a pre- and post-test design that involvement of parents in the process of education promoted student enthusiasm for learning. As was shown earlier, such motivation is fundamental to any increase in student achievement and behavior.

Results of the studies previously cited imply that most forms of parental involvement tend to improve the child's achievement which, in turn, increases a parent's satisfaction with the schools. It is unfortunate that few long-range studies have been undertaken by educators to assess the effects of parent involvement on pupil performance. Furthermore, the measurement of increased self-concept is difficult to determine and achievement is too frequently assessed only through scores resulting from a standardized test. It should also be pointed out that studies which reported a positive effect of parental participation on student achievement are typically conducted only with racial minority, underachievers, and low socio-economic subjects. Evidently in these settings the greatest change probably would occur.

In this study, parental attitudes were assessed from three races representing various socio-economic levels.

Section VI: Research Conducting Using the "Your School" Scale

Reed (1969) used the "Your School" instrument in assessing the relationship between socio-economic status and parental attitudes toward public education. On questions that related to evaluation of classroom procedures and practices, race accounted for significant differences in responses on only 25 per cent of the attitudes measured. In general black parents were found to be more favorable to these classroom procedures than whites. It was further concluded, on attitudes toward basic classroom procedures, that parents with low incomes tend to be more negative than those with higher incomes. Reed (1969) also concluded that parental approval of the school was attributable to socio-economic status rather than to race.

In a similar study, the "Your School" Scale was used in conjunction with the Organizational Climate Description Questionnaire to assess parental attitudes toward secondary schools (Leis, 1970). It was found that parents in every socio-economic group registered approval of schools with an open climate and expressed disapproval of schools with a closed climate.

The study indicated that professionals, proprietors, and businessmen accorded greater approval to school with more open organizational climate and less approval to schools with less open organizational climates.

In this study, the "Your School" Scale was used to assess attitudes toward public education in a tri-racial school district.

Summary

This chapter was concerned with a review of the literature and related research and was divided into six sections. Section I considered some studies and related literature on social stratification as an influence upon views held by the public toward education. Section II reviewed some research and literature related to priorities for the schools. Indications are that people from different socio-economic levels do hold varying priorities for the schools and exhibit a positive or negative attitude based on their awareness of whether these priorities are met. Section III reviewed some research and related literature in reference to demographic variables as an influence upon public opinion toward schools. Indications are that factors such as age, level of education and occupation status are variables that have an effect upon parental attitudes

toward public education. Section IV consisted of a review of the literature relative to race as a factor in parental attitudes toward public education. Some research indicates: that American Indians are apathetic toward public education; blacks give high priority to physical training; and whites place emphasis on cognitive learning. Section V reviewed some research in reference to the influence of parental participation on student achievement. Research studies implied that most forms of parental involvement tend to improve the child's achievement which, in turn, increases a parent's satisfaction with the schools. Section VI reviewed studies that utilized the "Your School" Scale to assess attitudes toward public education in general (approval or rejection), and also parental attitudes relative to the organizational climate of the school (open or closed).

CHAPTER III

RESEARCH DESIGN, INSTRUMENTATION, PROCEDURES

Chapter III contains the design of the study, description of the sample, instrumentation and procedures. The design of the study will provide an overall view of the plan to answer questions posed earlier. A description of the sample used in the study will be given. The instrumentation section will include instrument characteristics and administration. The procedures section will include information in regard to source and method of collecting data, scoring of the instrument, treatment of data and statistical procedures.

Design of the Study

To answer the questions posed in Chapter I, this investigator concluded that composite scores on the "Your School" Scale and the use of a socio-economic index to determine socio-economic status would best serve the purpose of this study. Therefore, parental attitudes were determined by the use of the "Your School" Scale, developed by Robert P. Bullock (1959). Socio-economic status was established by using Duncans Socio-Economic

Index (Reiss, 1961). Race and other personal data were obtained from the participants at the time the interviews were being conducted.

Description of Population

The Robeson County Administrative Unit (North Carolina) operates in an area with a large concentration of Lumbee Indians and in an area of continuous Indian population growth.

The North Carolina Census Report (1970) listed the County's Lumbee Indian population as 26,000. This is the largest tribal population east of the Mississippi River. The importance of agriculture to the county's economy, the conservative growth of industry, and the determinedness of the Lumbee Indians to maintain their identity and to survive culturally have combined to locate Robeson's three ethnic groups--Indians, whites, and blacks--in specific sections of the county. The county's geographic racial composition is reflected in its various school administrative units, five city units and one county unit. Most of the Lumbee Indians are concentrated in rural areas and attend schools within the Robeson County school administrative unit.

The school district considered in this study has an Indian majority culture with whites and blacks representing minority cultures. The Indian student population

is 7,701, the black population is 2,863 and the white population is 2,585 (Robeson County Board of Education for 1973-74).

The participants in this study were composed of a stratified random sample of parents from school communities within the school district. A school community is understood to be a community serviced by an individual elementary or secondary school.

Instrumentation

The "Your School" Scale

The "Your School" Scale, as developed by Robert P. Bullock of The Ohio State University, was selected to assess parental attitudes toward the public schools. The instrument was created under the auspices of The Ohio State University during a project designed to develop a systematic battery of tests for community analysis (Bullock, 1959).

The development of this scale included testing for ambiguity and differentiating power. Forty statements of opinions toward schools were combined to form an instrument which measured degree of approval towards schools. The instrument was then administered in a test community of 13,000 inhabitants in central Ohio. Items were then tested against a general total score criterion

to determine which would combine to form a general school approval-rejection scale. Each item was further tested against each of the six subgroups of items relating to different aspects of the school programs for the purpose of identifying those which would combine in usable specific subscales (Bullock, 1959).

These data were used in selecting and regrouping items to form one general school approval-rejection scale and five subscales relating to specific aspects of the school. The subscales and the number of items related to each are as follows:

1. Twenty items pertain to general approval or rejection of the school.

2. Eight items are related to course, discipline and work habits.

3. Eight items specifically relate to personal guidance and social skills.

4. Six items relate specifically to school-parent communications.

5. Six items relate specifically to the school board.

6. Six items pertain to building adequacy and maintenance.

The six items that related specifically to the school board were not used, therefore reducing the scale to 34 items for the purpose of this study. The

administration of the school district in which this study was conducted did not think it would be appropriate to ask questions about the school board just prior to school board elections. In correspondence between the researcher and Mr. Bullock relative to this matter, Mr. Bullock stated that since it was a subscale it would not necessarily effect the validity of the use of the instrument. Therefore, the instrument was revised (Appendix A).

There are five alternative choices to each of the statements on the scale of the questionnaire. These are strongly agree, agree, undecided, disagree, and strongly disagree. They are abbreviated on the scale itself as SA, A, UN, D, SD (Appendix B).

Duncan's Socio-Economic Index

Reiss (1961) maintained that there cannot be a single index of socio-economic status suitable for all purposes of research in a modern complex society. Even in small and static communities of the United States, it is an oversimplification of the facts to suppose that an entire population may be categorized in narrow intervals of "class" or "status." Given the actual complexity and multidimensionality of the stratification structure, any particular variable or index can at best reflect a selected aspect of the structure that may be strategic from a certain point of view.

Reiss (1961) also maintained that in presenting a socio-economic index for occupations, it is well to make priorities explicit, thereby enabling research workers to form their own judgment about its applicability to their problems. Certainly this index should not be used as a universally valid measure of social stratification to be employed indiscriminately in all research touching on that subject.

Williams (1968) conducted a study relative to some problems in social class measurement. He concluded that white standardized social class indices that used several selected characteristic to determine social class was not applicable to blacks. This would probably hold true for Indians as well.

Fuchs and Havinghurst (1972) maintained that over the last fifty years a solid middle-class community of Indians has developed among the Lumbee Tribe. Many of them are teachers in the county system, but an increasingly large number are in other occupations--a doctor, real estate brokers, insurance salesmen, several store owners, restaurant owners, and gasoline station owners, a few public officials, a university president, and several faculty members--the range of white collar business and professionals to be found in almost any small southern college town. There are still many farmers and sharecroppers but their numbers are decreasing as factory

employment has increased tremendously over the past several years.

In view of the information presented, it appears that many Lumbee Indians of Robeson County, North Carolina has been assimilated into middle-class America, therefore, an instrument that can be used in conjunction with ones occupation to determine socio-economic status seemed appropriate for this group.

For the purpose of this study, the Duncan's Socio-Economic Index was used because occupation is the major characteristic used to assign social class.

The Duncan's Socio-Economic Index according to Reiss (1961), provides scores ranging from 0 (examples; laborers--tobacco manufacturers) to 96 (example; dentist) for occupations or, in some cases, occupations within specific industries. Scores are given for all occupations within industries used in the 1950 census. The measures of the Duncan instrument were developed from a nationwide survey in 1947 that obtained the prestige rating of 90 occupations. On the basis of a high relationship between the rating and 1950 census data on the education and income of persons, Duncan estimated the ratings of every occupation in the 1950 census. The socio-economic index scores are those estimated prestige ratings.

Socio-economic status was determined by using the first two digits of Duncan's Index of Socio-Economic Status

as applied to the occupation of the head of household. A full range of values from 0 to 9 divided the subject into three groups, low, medium and high, depending on whether the head of household's occupation was classified in the 0-3, 4-6, or 7-9 range (Appendix C).

Personal Data Questionnaire

The personal data questionnaire was developed by the researcher and attached to the "Your School" Scale. Six of the questions were open-ended and two required a simple check or circling of an answer. This information was filled in by the interviewer (Appendix D).

Data-Gathering Procedure

Source of Data

During the Spring Semester of 1974, contact was mad with a North Carolina school district. A request was properly filed for permission to have school principals assist in a research study. Permission was granted, and a letter was sent to the school principals from the school superintendent asking them to cooperate with the researcher (Appendix E).

Because of the geographical characteristics of Robeson County, the mobility of the population within the county, and the changing housing patterns, the researcher encountered difficulties in defining a random sample. Since the races (Indian, black and white) are

visibly identifiable, and since the schools are also racially identifiable, one can stratify the schools by race.

According to Parket (1974), when stratifying, you must consider the following:

1. The baris for stratification (characteristics to be used when subdividing the universe into strata).

2. The number of strata you divide the universe into and the boundaries of the strata.

3. The number of items to be included in the sample from each stratus (p. 71).

The researcher, with the assistance of the superintendent, determined which schools were racially identifiable and those considered to be multi-cultural according to the definition proposed in Chapter I. With this complete list of schools of the Robeson County School District, the researcher randomly selected schools by using random numbers, giving a stratified random representation of the Indian, black and white student population.

The principal of each school provided a list of all the families of the students in the school. The researcher chose 255 family names, 85 Indian families, 85 black families and 85 white families by systematic random sampling. Whenever a parent was listed more than once, his name was stricken from the second and

subsequent listings. This insured that each parent had but one chance of being selected into the sample. By using two methods of probability sampling, stratified and systematic, a representative sample was obtained.

Method

Because of various reasons, 15 of these families were not contacted, the remaining sample of 240 parents was interviewed by six undergraduates majoring in sociology at Pembroke State University and four field counselors employed by the Lumbee Regional Development Association. Each interviewer received one hour of training and practice in interviewing. Interviewers from the University had conducted previous interviews in connection with their course requirements. Interviewers from the Lumbee Regional Development Association had conducted previous interviews relative to program evaluation. Each interviewer was permitted to select school communities on a first-come-first-serve basis. Those communities left were surveyed by the researcher.

The interviewers were instructed to ask at each residence for the parent who had been selected in the sample. If that parent was not available, the spouse was to be interviewed. If neither was available, a time was to be determined for a second visit by the interviewer. These interviews were conducted during the month of May, 1974.

One week prior to the time that interviewing began, a letter from the researcher was sent to all parents that had been selected for the sample. An explanation of several aspects of the study was included (Appendix F).

Variables

Threaded throughout this study are references to literature which reveal that race and socio-economic status are variables that account for differing priorities for and attitudes toward public education. Hence, the variables race, socio-economic status and school environment were studied in comparison with parental attitudes toward public education.

Therefore, the independent variables of this study are (1) the race of the subject, (2) socio-economic status of the subject, and (3) school environment.

The dependent variable was parental attitudes--the quantitative scores of a subject on the questionnaire.

Treatment of the Data

Since the researcher was interested in the effect of interaction among the independents variables, a factorial design was considered to be the most appropriate for treatment of the data. This design, provides not only information about main effects of the three factors, race, environment, and socio-economic status, but also about interactions. If the interactions

involving a given factor are not significant, then the researcher obviously will have a broader basis for generalizing about the main effects of the factors. If a significant two-factor or three-factor interaction occurs, examination of the nature of the interaction by Newman Keuls Test of Multiple Comparison (Winer, 1966) will provide additional insight as to how each factor operates.

Analysis of Data

From alternative statistical procedures the analysis of variance was considered to be the most appropriate for treatment of the data. Although such an analysis limits the conclusions to be drawn from this study, the design chosen would allow the experimenter to make inferences concerning the significance of the relationships among the variables.

Hypotheses I, II, III, IV, V, VI, and VII were written in such a way that analysis of variance could be used to test the hypotheses. In order to show the main effects and the two-way and three-way interaction, analysis of variance technique as proposed by Clyde's MANOVA Statistical subroutine for large computers was used (Clyde, 1969). All statistical procedures with the exception of multiple comparisons were executed on the UNIVAC Computer of the University of Miami Computer Center. The multiple comparisons were executed manually.

Summary

This chapter was concerned with the design of the study, description of sample, instrumentation and procedures. The instrument section included instrument characteristics and administration. The procedures section included methods of collecting data, data treatment, and analysis of data. The procedures of the study provided the plan by which the hypotheses could be tested.

CHAPTER IV

RESULTS

This chapter is concerned with the results of the procedures set forth in Chapter III. Data are presented in narrative and tabular form from the sample of parents of public school students. There is a statement of each hypothesis, the type of analysis utilized, the findings. Since Hypothesis VII deals with the highest order interaction and all other interactions are subsequent to that interaction, each hypothesis will be reported in reverse of the order previously stated.

Hypothesis VII

> There will be no significant interaction among race, socio-economic status and school environment regarding parental attitudes toward public education.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to test the hypothesis. Race, socio-seconomic status and school environment were analyzed as independent variables with parental attitude scores as the dependent variable.

For significance, a p of less than .05 was required. Since a p of less than .05 was obtained, Null Hypothesis VII which stated there was no significance interaction among race, socio-economic status and school environment regarding parental attitudes was rejected. Pertinent data are presented on Tables 1 and 2. Table 1 provides data on the analysis of significance. Table 2 provides mean scores for the interaction of socio-economic status, race, and school environment on parental attitudes. Figures 1, 2, and 3 is a graphic illustration of these interactions. Figure 1 illustrates the interaction of school environment and race for low-socio-economic status on parental attitude scores. Figure 2 illustrates the interaction of school environment and race for medium-socio-economic status on parental attitude scores. Figure 3 illustrates the interaction of school environment and race for high-socio-economic status on parental attitude scores.

Since significance on a three-way interaction was found, a decision was made to investigate the significance of cell means by multiple comparisons. The Newman Keuls Test for comparing means was applied to the data according to the procedure outlined by Winer (1962). Table 3 illustrates the Newman-Keuls Procedure (Winer, 1962) for multiple comparisons of cell means with race, socio-economic status, and school environment as independent

TABLE 1

SUMMARY OF RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND THE INTERACTION OF RACE, SOCIO-ECONOMIC STATUS AND SCHOOL ENVIRONMENT AS INDEPENDENT VARIABLES

F Ratio (4,180)	Mean Square	p Less Than
4.248	1637.102	.003*

* Significant at .05 level.

TABLE 2

OUTCOME OF FACTORIAL DESIGN WITH TREATMENT COMBINATIONS, EACH CELL ENTRY IS THE MEAN OF ELEVEN OBSERVATIONS WITH RACE, SOCIO-ECONOMIC STATUS AND SCHOOL ENVIRONMENT AS THE DEPENDENT VARIABLES AND PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE

School Environment	Race	Socio-Economic Status		
		Low	Medium	High
Multi-Cultural	Indian	110.091	108.455	88.636
	Black	124.455	123.364	118.273
	White	114.636	126.455	105.545
Racially Identificable	Indian	100.000	124.636	123.182
	Black	114.455	124.091	118.182
	White	120.818	96.636	110.273

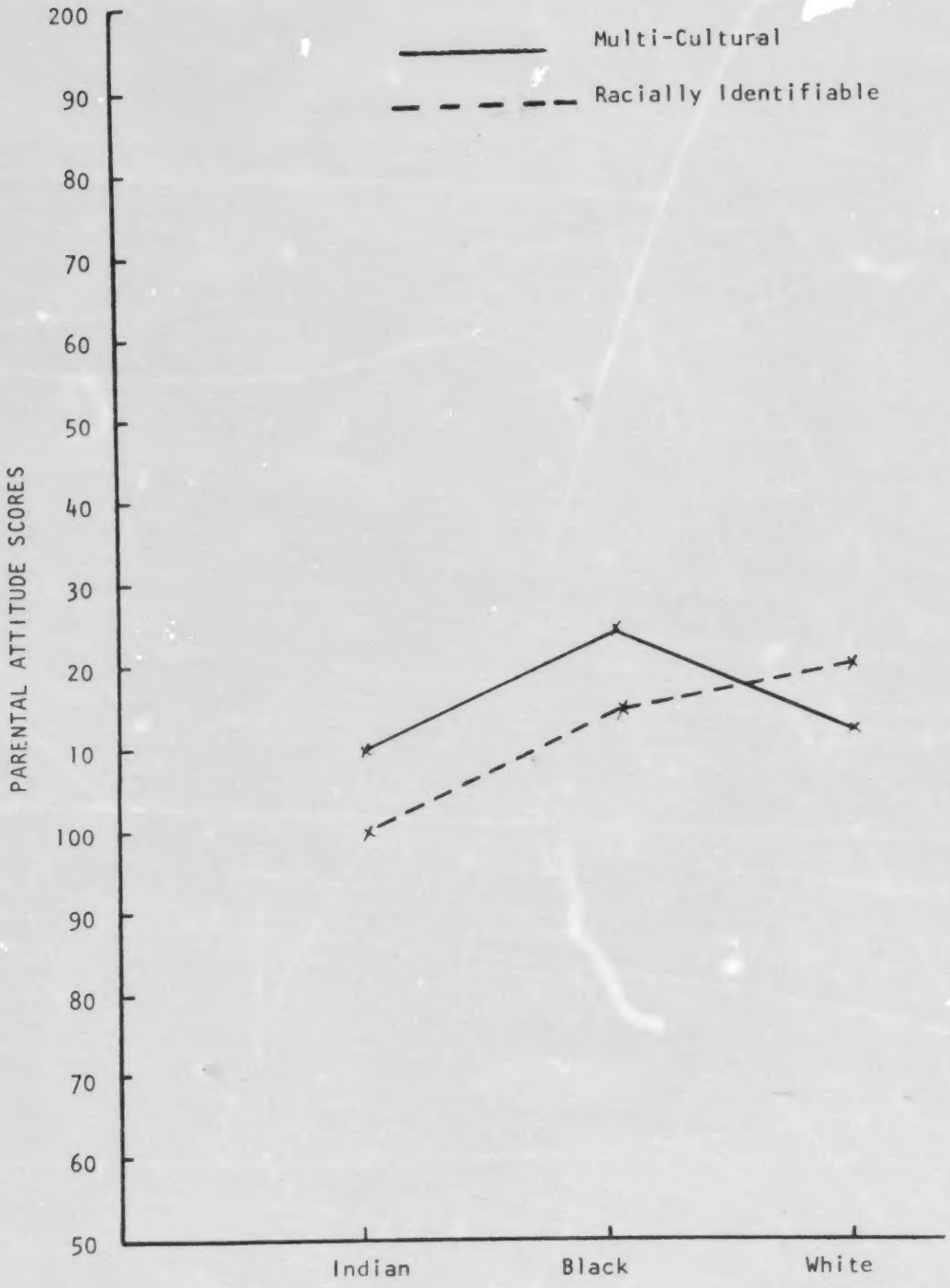

Fig. 1.--Interaction of School Environment and Race for Low Socio-Economic Status.

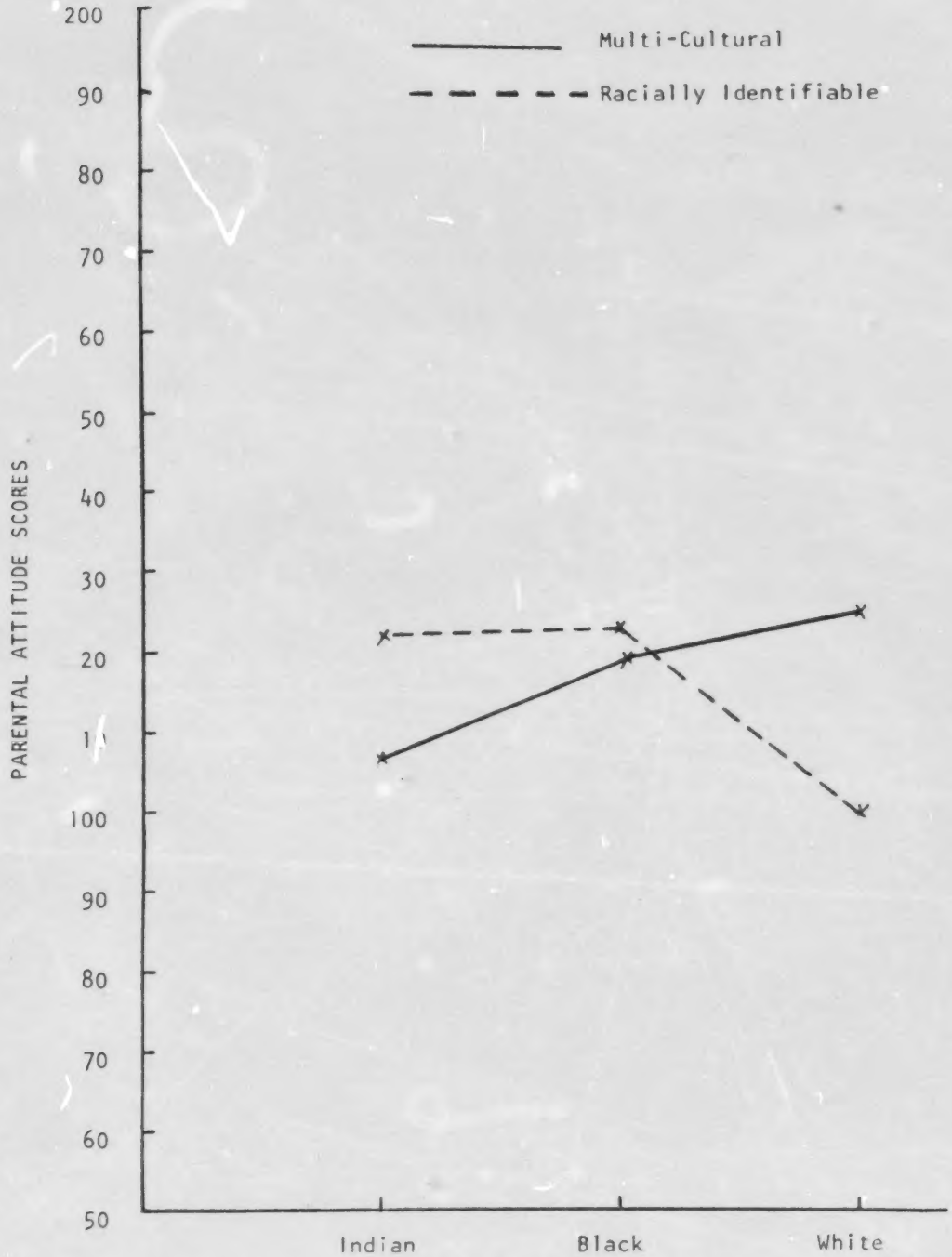

Fig. 2.--Interaction of School Environment and Race for Medium Socio-Economic Status.

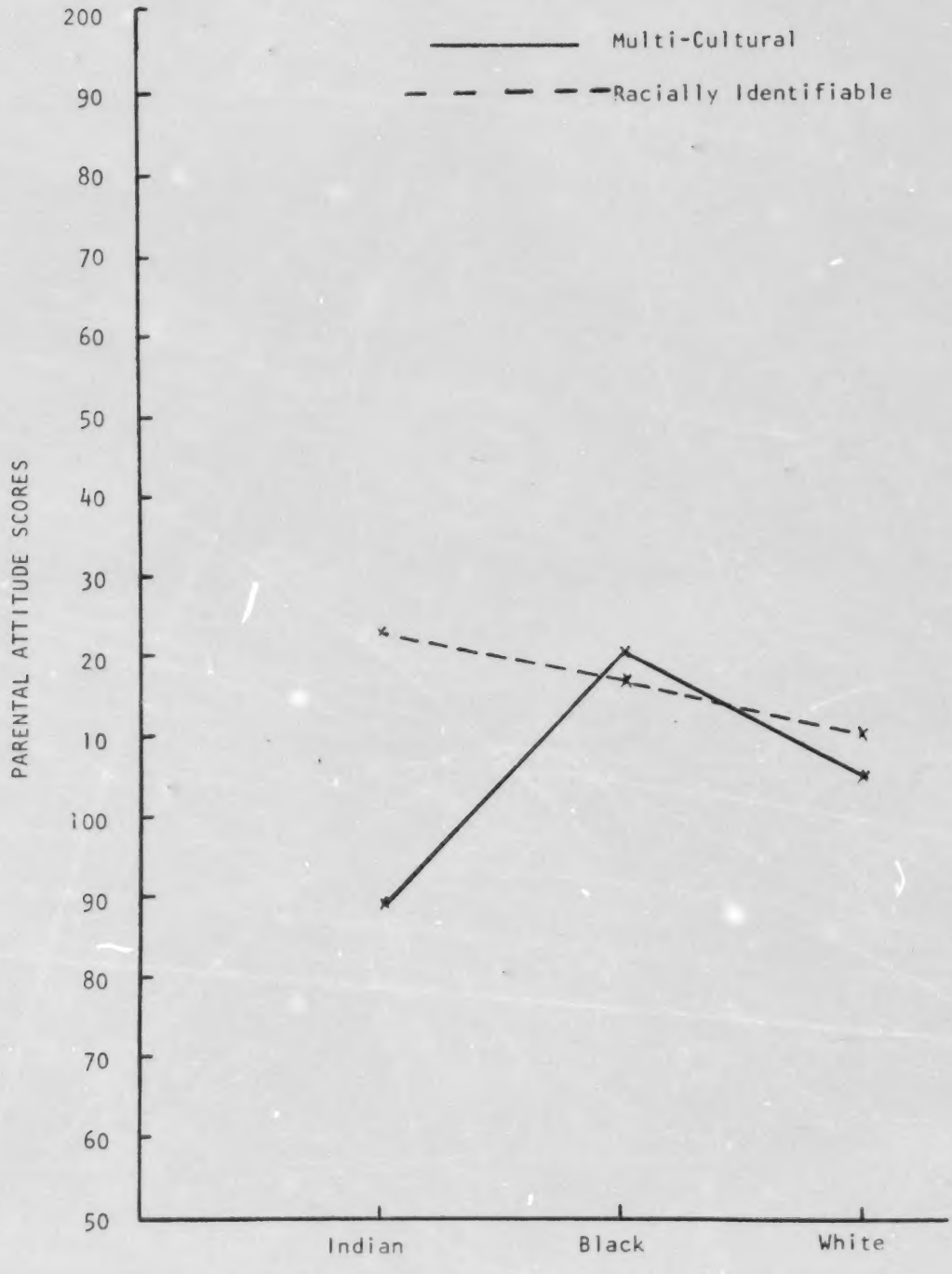

Fig. 3.--Interaction of School Environment and Race for High Socio-Economic Status

TABLE 3

MULTIPLE COMPARISON OF CELL MEANS WITH RACE, SOCIO-ECONOMIC STATUS AND SCHOOL ENVIRONMENT AS INDEPENDENT VARIABLES AND PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE

	$A_3B_1C_1$	$A_2B_3C_2$	$A_1B_1C_2$	$A_3B_3C_1$	$A_2B_1C_1$	$A_1B_1C_1$	$A_3B_3C_2$	$A_1B_2C_2$	$A_1B_3C_1$	$A_3B_2C_2$	$A_3B_2C_1$	$A_1B_3C_2$	$A_3B_1C_2$	$A_2B_2C_1$	$A_2B_2C_2$	$A_1B_2C_1$	$A_2B_1C_2$	A_2B_3C
	88.636	99.636	100.00	105.545	108.455	110.091	110.273	114.455	114.363	118.182	118.273	120.818	123.182	123.364	124.091	124.455	124.636	126.4
B_1C_1		11.000	11.364	16.909	19.819	21.455	21.637	25.819	26.000	29.546	29.637	32.182	34.546	34.728	35.455	35.819	36.000	37.8
B_3C_2			0.364	5.909	8.819	10.455	10.637	14.819	15.000	18.546	18.637	21.182	23.546	23.728	24.455	24.819	25.00	26.8
B_1C_2				5.545	8.455	10.091	10.273	14.455	14.636	18.182	18.273	20.818	23.182	23.364	24.091	24.455	24.636	26.4
B_3C_1					2.91	4.546	4.728	8.910	9.091	12.637	12.728	15.273	17.637	17.819	18.546	18.910	19.091	20.9
B_1C_1						1.636	1.818	6.00	6.181	9.727	9.818	12.363	14.727	14.909	15.636	16.000	16.181	18.0
B_1C_1							0.182	4.364	4.545	8.091	8.182	10.727	13.091	13.273	14.000	14.364	14.545	16.3
B_3C_2								4.182	4.363	7.909	8.00	10.545	12.909	13.091	13.818	14.182	14.363	16.1
B_2C_2									0.181	3.727	3.818	6.363	8.727	8.909	9.636	10.000	10.181	12.0
B_3C_1										3.546	3.637	6.182	8.546	8.728	9.455	9.819	10.000	11.8
B_2C_2											0.091	2.636	5.000	5.182	5.909	6.273	6.454	8.2
B_2C_1												2.545	4.909	5.091	5.818	6.182	6.363	8.1
B_3C_2													2.364	2.546	3.273	3.637	3.818	5.6
B_1C_2														0.182	0.909	1.273	1.454	3.2
B_2C_1															0.727	1.091	1.272	3.0
B_2C_2																0.364	0.545	2.3
B_2C_1																	0.181	2.0
B_1C_2																		1.8
B_3C_1																		

CODE

A_1 --- low socio-economic status

A_2 --- medium socio-economic status

A_3 --- high socio-economic status

B_1 --- Indian

B_2 --- Black

B_3 --- White

C_1 --- multi-cultural

C_2 --- racial identifiable

	r =	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	$q_{.95}(r,\infty)$	2.77	3.31	3.63	3.86	4.03	4.17	4.29	4.37	4.47	4.55	4.62	4.68	4.74	4.80	4.86	4.90	4.9
5.92	$q_{.95}(r,\infty)$	16.39	19.59	21.48	22.85	23.85	24.68	25.39	25.87	26.46	26.93	27.35	27.70	28.06	28.41	28.77	29.00	29.2

	$A_3B_1C_1$	$A_2B_3C_2$	$A_1B_1C_2$	$A_3B_3C_1$	$A_2B_1C_1$	$A_1B_1C_1$	$A_3B_3C_2$	$A_1B_2C_2$	$A_1B_3C_1$	$A_3B_2C_2$	$A_3B_2C_1$	$A_1B_3C_2$	$A_3B_1C_2$	$A_2B_2C_1$	$A_2B_2C_2$	$A_1B_2C_1$	$A_2B_1C_2$	A_2B_3C
B_1C_1								**	**	**	**	**	**	**	**	**	**	**

variables and parental attitude scores as the dependent variable. Table 4 illustrates a line graph indicating cell significance. The underlined cell of the factors in question indicates no significant differences exist between that cell and any other cell on the same line. Table 5 illustrates a summary of significant interaction of cell means. Cells containing astericks indicates that no significant differences exist among cell means.

Hypothesis VI

> There will be no significant interaction between socio-economic status and school environment regarding parental attitudes toward public education.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to test the hypothesis. Socio-economic status and school environment were analyzed as independent variables with parental attitude scores as the dependent variable. For significance, a p of less than .05 was required. Since a p of less than .05 was obtained, Null Hypothesis VI which stated there will be no significant interaction between socio-economic status and school environment regarding parental attitudes toward public education was rejected. Pertinent data are presented on Tables 6 and 7. Table 6 provides data on the analysis of significance. Table 7 provides mean scores for the interaction of socio-economic status and school environment on parental attitudes. Figure 4

TABLE 4

SUMMARY OF NEWMAN KUELS TEST ON CELL MEANS WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND RACE, SOCIO-ECONOMIC STATUS AND SCHOOL ENVIRONMENT AS INDEPENDENT VARIABLE

$A_3B_1C_1$	$A_2B_3C_2$	$A_1B_1C_2$	$A_3B_3C_1$	$A_2B_1C_1$	$A_1B_1C_1$	$A_3B_3C_2$	$A_1B_2C_2$	$A_1B_3C_1$	$A_3B_2C_2$	$A_3B_2C_1$	$A_1B_3C_2$	$A_3B_1C_2$	$A_2B_2C_1$	$A_2B_2C_2$	$A_1B_2C_1$	$A_2B_1C_2$	$A_2B_3C_1$
19																	

A_1 --- low socio-economic status

A_2 --- medium socio-economic status

A_3 --- high socio-economic status

B_1 --- Indian

B_2 --- Black

B_3 --- White

C_1 --- multi-cultural school environment

C_2 --- racially identifiable school environment

TABLE 5

SUMMARY OF SIGNIFICANT INTERACTION OF CELL MEANS WITH PARENTAL ATTITUDE SCORES AS DEPENDENT VARIABLE AND RACE, SOCIO-ECONOMIC, AND SCHOOL ENVIRONMENT AS INDEPENDENT VARIABLES

	B_1		B_2		B_3	
	C_1	C_2	C_1	C_2	C_1	C_2
A_1	$A_1B_1^*C_1$	$A_1B_1^*C_2$	$A_1B_2C_1$	$A_1B_2C_2$	$A_1B_3C_1$	$A_1B_3C_2$
A_2	$A_2B_1^*C_1$	$A_2B_1C_2$	$A_2B_2C_1$	$A_2B_2C_2$	$A_2B_3C_1$	$A_2B_3^*C_2$
A_3	$A_3B_1^*C_1$	$A_3B_1C_2$	$A_3B_2C_1$	$A_3B_2C_2$	$A_3B_3^*C_1$	$A_3B_3^*C_2$

*No Significant Difference Exist Among These Cell Means

**CODE

A_1 - low socio-economic status
A_2 - medium socio-economic status
A_3 - high socio-economic status

B_1 - Indian
B_2 - Black
B_3 - White

C_1 - multi-cultural
C_2 - racial identifiable

TABLE 6

SUMMARY OF THE RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND THE INTERACTION OF SOCIO-ECONOMIC STATUS AND RACE AS INDEPENDENT VARIABLES

F Ratio (2,180)	Mean Square	p Less Than
4.551	1602.504	.017*

* Significant at .05 level.

TABLE 7

MEAN SCORES FOR THE INTERACTION OF SOCIO-ECONOMIC STATUS AND SCHOOL ENVIRONMENT

Socio-Economic Status	School Environment	Attitude Interaction Scores
Low	Multi-Cultural	349.182
Medium	Multi-Cultural	358.260
High	Multi-Cultural	312.454
Low	Racially Identifiable	335.273
Medium	Racially Identifiable	348.363
High	Racially Identifiable	351.637

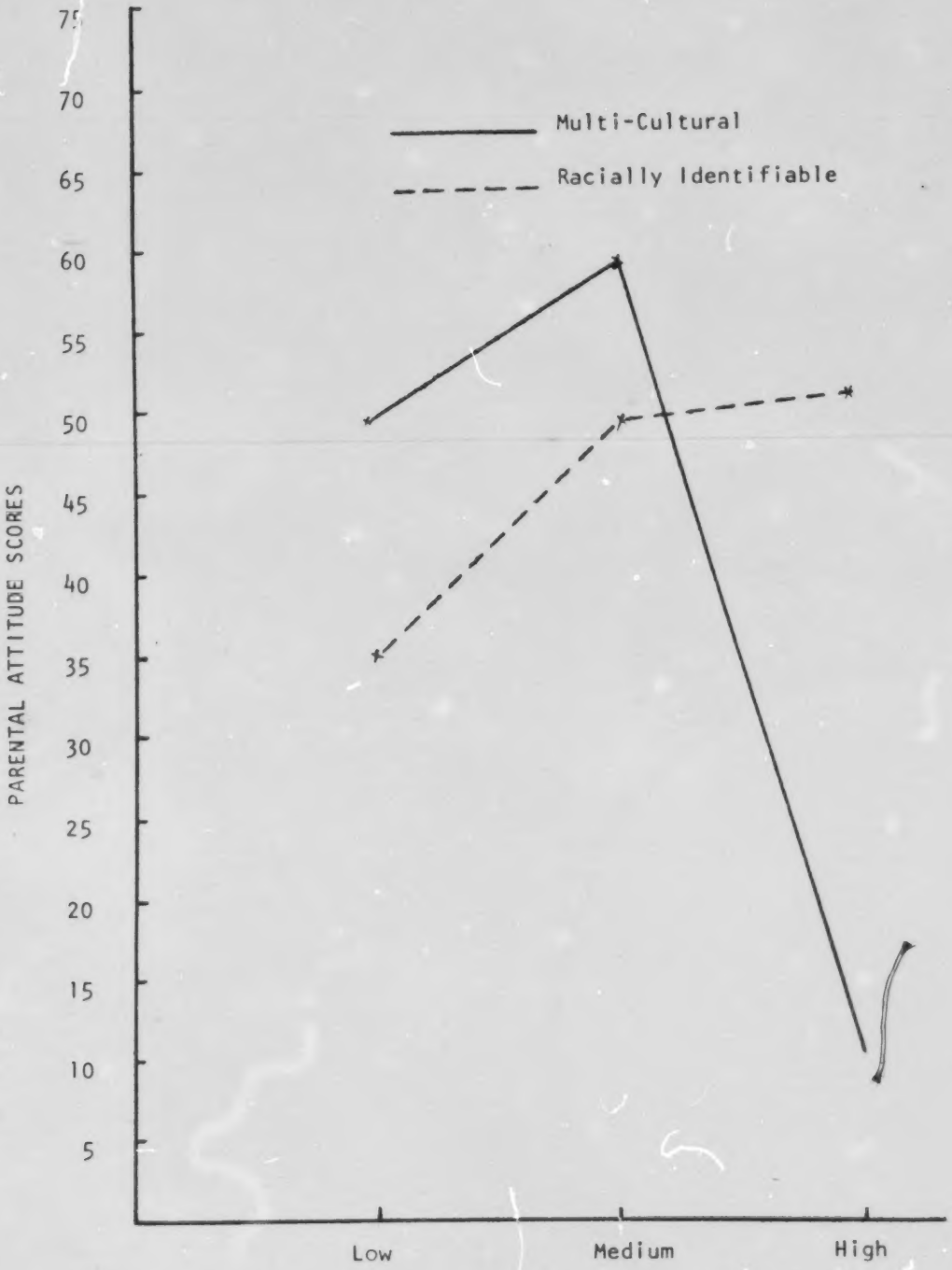

Fig. 4.--Interaction of Socio-Economic Status and School Environment.

is a graphic illustration of socio-economic status and school environment interaction on parental attitude scores.

Hypothesis V

> There will be no significant interaction between race and school environment regarding parental attitudes toward public education.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to test the hypothesis. Race and school environment were analyzed as independent variables and parental attitude scores as the dependent variable. For significance a p of less than .05 was required. Since a p of less than .05 was obtained, Null Hypothesis V was rejected. Pertinent data are presented on Tables 8 and 9. Table 8 provides data on the analysis of significance. Table 9 provides mean scores for the interaction of race and school environment on parental attitudes. Figure 5 is a graphic illustration of race and school environment interaction on parental attitude scores.

Hypothesis IV

> There will be no significant difference in the attitudes toward public education of parents whose children attend multicultural schools and those whose children attend racially identifiable schools.

TABLE 8

SUMMARY OF THE RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND RACE AND SCHOOL ENVIRONMENT AS INDEPENDENT VARIABLES

F Ratio (2,180)	Mean Square	p Less Than
4.551	1753.961	.012*

* Significant at .05 level.

TABLE 9

MEAN SCORES FOR THE INTERACTION OF RACE AND SCHOOL ENVIRONMENT

Race	School Environment	Attitude Interaction Scores
Indian	Multi-Cultural	307.182
Black	Multi-Cultural	366.092
White	Multi-Cultural	346.636
Indian	Racially Identifiable	347.818
Black	Racially Identifiable	356.728
White	Racially Identifiable	334.729

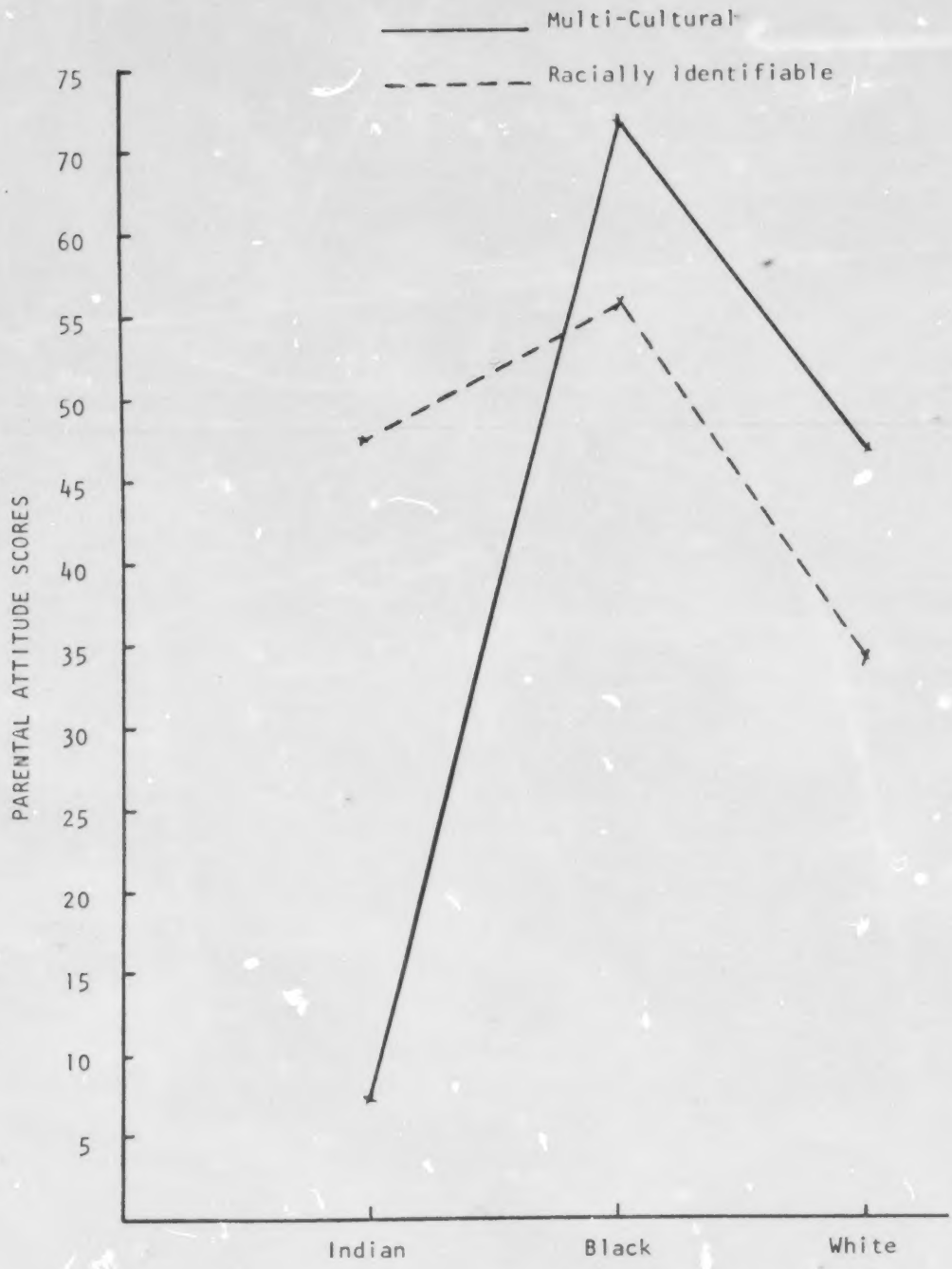

Fig. 5.--Interaction of Race and School Environment.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to test the hypothesis. Multi-cultural and racially identifiable Schools were analyzed as the independent variables and parental attitude scores as the dependent variable. For significance a p of less than .05 was required. Since p was greater than .05, Null Hypothesis IV was accepted. The results of this analysis are presented on Table 10.

Hypothesis III

There will be no significant interaction in attitudes toward public education among parents of different races and different socio-economic status.

Using the analysis of variance technique, Clydes' MANOVA (1959) Computer Program was utilized to determine if there were any significant interactions among race and socio-economic status of the respondents and their attitudes toward public education. Race and socio-economic status were analyzed as independent variables with parental attitude scores as the dependent variable. For significance, a p of less than .05 was required. Since a p of greater than .05 was obtained, Null Hypothesis III was accepted. The results of this analysis are presented on Table 11. Since the Null Hypothesis of interaction was accepted, an interaction graph will not be shown.

TABLE 10

SUMMARY OF RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND SCHOOL ENVIRONMENT AS THE INDEPENDENT VARIABLE

F Ratio (1,180)	Mean Square	p Less Than
.374	144.248	.541

* Significant at .05 level.

TABLE 11

SUMMARY OF RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND THE INTERACTION OF SOCIO-ECONOMIC STATUS AND RACE AS INDEPENDENT VARIABLES

F Ratio (4,180)	Mean Square	p Less Than
1.020	393.134	.398

* Significant at .05 level.

Hypothesis II

> There will be no significant difference in attitudes toward public education among parents of different races.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to determine if there were any significant differences between the race of the respondents and their attitudes toward public education. Parental attitude scores were analyzed as the dependent variables. Since a p of less than .05 was obtained, Null Hypothesis II was rejected. The results of this computation are presented on Table 12, and a summary of mean scores on Table 13.

Hypothesis I

> There will be no significant differences in attitudes toward public education among parents of different socio-economic status.

Using analysis of variance technique, Clydes' MANOVA (1969) Computer Program was used to determine if there were any significant differences between the socio-economic status of the respondents and their attitudes toward public education. Parental attitude scores served as the dependent variable and socio-economic status as the independent variable. Since a p of greater than .05 was obtained, Null Hypothesis I was accepted. Data on Table 14 provide the results of this analysis. Table 15 contains a summary of analysis of variance related to each hypotheses.

TABLE 12

SUMMARY OF RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND RACE AS THE INDEPENDENT VARIABLE

F Ratio (2,180)	Mean Square	p Less Than
5.681	2189.476	.004*

* Significant at .05 level.

TABLE 13

SUMMARY OF MEAN SCORES WITH RACE AS THE INDEPENDENT VARIABLE AND PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE

Race	Mean	F(2,180)	P Less Than
Indian	109.167		
Black	120.470	5.681	.004*
White	112.894		

* Significant at .05 level.

TABLE 14

SUMMARY OF THE RESULTS FOR ANALYSIS OF VARIANCE WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE AND SOCIO-ECONOMIC STATUS AS THE INDEPENDENT VARIABLE

F Ratio (2.154)	Mean Square	p Less Than
2.154	830.141	.119

* Significant at .05 level.

TABLE 15

SUMMARY OF ANOVA TEST OF SIGNIFICANCE WITH SOCIO-ECONOMIC STATUS, RACE, SCHOOL ENVIRONMENT AND THEIR INTERACTIONS AS INDEPENDENT VARIABLES WITH PARENTAL ATTITUDE SCORES AS THE DEPENDENT VARIABLE

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	p Less Than
Socio-Economic Status	1660.283	2	830.141	2.154	.119
Race	4378.952	2	2189.476	5.681	.004*
School Environment	114.248	1	144.248	.374	.541
Socio-Economic Status and Race	1572.538	4	393.134	1.020	.398
Socio-Economic Status and School Environment	3205.008	2	1602.504	4.158	.017*
Race and School Environment	3507.923	2	1753.961	4.551	.012*
Socio-Economic Status, Race and School Environment	6548.408	4	1637.102	4.248	.003*

* Significant at .05 level.

Summary

Results of the statistical analyses were presented in this chapter. Each of the seven hypotheses were discussed. Included in each hypothesis was a statement of the type of analysis used, the findings, a statement of acceptance or rejection based upon the .05 level of significance. A test of multiple comparisons were used to determine which cell means were significantly different.

In the analysis of data, Null Hypothesis I, III, and IV were accepted as stated. Null Hypothesis II, V, VI, and VII were rejected.

CHAPTER V

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Discussion

This section will present a discussion of the findings as they relate to the hypotheses and a summary statement will be made. The relationship between parental attitudes toward public education, socio-economic status, race, and school environment will be presented first. Consideration will then be given to interactions between socio-economic status, race, school environment, and parental attitudes toward public education.

Parental Attitudes and Socio-Economic Status

As indicated by the results, different socio-economic levels of parents did not provide a significant difference of attitudes toward public education. This finding does not imply that socio-economic status is not a factor in the formation of parental attitudes toward public education, but rather that analysis of the total responses did not show any significant difference in this study. The results question some of the widespread

notions concluded from previous studies which indicate that differences among community responses to the schools usually reflect the social and economic patterns within the community; lower socio-economic community members tend to respond less favorable than higher socio-economic members.

Although no significant difference was found between socio-economic status and parental attitudes, the mean scores indicates that respondents from the medium socio-economic level had a more favorable attitude toward public education than those respondents from the high- and low-socio-economic levels. Mean scores also indicated that respondents from the upper socio-economic level were less favorable toward public education than respondents from the lower- and middle-socio-economic levels.

Parental Attitudes and Race

Significant differences were found to exist between race and parental attitudes toward public education. As expected, Indians had a less favorable attitude toward public education than blacks and whites. In comparison, blacks had a more favorable attitude toward public education than Indians and whites.

Past studies have shown that there are significant differences in parental attitudes toward public education between whites and blacks. This appears to hold true

for Indians as well. The data do not reveal the reasons for the findings but some of the following factors may have caused these differences.

There are a number of contributing factors that may be associated with these results. The advent of desegregation was designed to eliminate inequality in educational opportunities, mainly for blacks. As white teachers and white students move into previously all black schools, the following changes have taken place in many of these schools:

1. Facilities have been remodeled and improved;
2. Increased concern for the development of an adequate curriculum;
3. Increase in equipment and instructional material;
4. Increased interest and supervision of teachers and administrators;
5. Increased interest in student performance;
6. Supplementary federal funds and additional programs have appeared.

Undoubtedly this multi-cultural environment along with the changes listed above, has positively influenced the attitudes of most blacks toward this new setting. This finding is also supported by the fifth hypothesis which concluded that there was an interaction between race and school environment, and that blacks reported the highest mean scores for the multi-cultural school environment.

As expected, Indians had a less favorable attitude toward public education than blacks and whites. There are a number of factors associated with these results. Fuchs and Havighurst (1972) maintained that decisions about the extent to which Indians will maintain their traditional cultures and identity will be made by the Indians themselves. They also contended that these decisions will determine the content of school curricula, the composition of the teaching staff, and the degree of separation of Indian groups from the rest of society. The new move of desegregation may have proved to be a threat to many Lumbee Indians as many have indicated that they wish to maintain their own schools which have been in existence since the latter eighteen hundreds.

Another factor called "double voting" has probably influenced the attitudes of Indians toward public education. "Double voting" is a method whereby citizens of city administrative units within the county are allowed to vote on candidates for the county board of education, yet county citizens are not allowed to vote on candidates for city boards of education. Indians represent a majority of the county population and feel that the "double voting" method is an infringement upon their constitutional rights.

Other things have occurred that may have resulted in differences of opinions among Indian parents and the central administrative office.

The Indian Education Act provided additional funds to upgrade the educational process of Indians. Although parent groups were formed to decide what programs should be implemented, they felt that control of these funds should not be in the hands of the central administrative office.

The reasons discussed above lend support to the findings that a significant difference does exist in attitudes toward public education among parents of different races.

Parental Attitudes
and School Environment

No overall significant differences were found to exist among parental attitudes toward public education and the environment of the school. Although there was no difference when statistically analyzed, mean scores indicated that parental attitudes were more favorable toward a multi-cultural school environment than one considered to be racially identifiable. Again the data do not reveal the reason for the results but, some inferences will be made.

The lack of significant difference could be due to the extreme positions taken by blacks and Indians. Blacks were most favorable toward the multi-cultural environment while Indians favored the racially identifiable environment. This almost bipolar position may have offset the responses of whites creating a statistical difference of no significance.

Interactions

No significant interaction was found to exist between socio-economic status and race on the "Your School" Scale relative to parental attitudes toward public education. However, significant interaction was found to exist between race and school environment. Mean scores for this interaction are illustrated in Figure 1. Indians were less favorable toward a multi-cultural school environment than blacks and whites. Blacks were more favorable toward a multi-cultural environment than Indians and whites. Inferences were made in the section of Parental Attitudes and Race as to why this significant interaction occurred.

A significant interaction was also found to exist among socio-economic status and school environment on parental attitude scores. Mean scores of respondents from the low- and middle-socio-economic groups were more favorable toward a multi-cultural environment than respondents from the high-socio-economic group. Mean

scores of respondents from the high-socio-economic group was more favorable toward a racially identifiable school environment than respondents from the low- and medium-socio-economic groups. Coleman (1966) maintained that desegregation (multi-cultural) enhanced the academic performance of disadvantaged students and that academic performance of advantaged students would vary with the social class composition of the school. This interaction may be explained by associating Colemans' terms of "disadvantaged" and advantaged" with the different socio-economic levels.

A significant interaction was also found to exist among socio-economic status, race, and school environment on parental attitude scores. Multiple comparisons were performed on mean scores for the total number of cells to determine which cell/cells were significantly different. The following interpretation is drawn from data presented on Tables 13 and 14.

Low-, medium- and high-socio-economic status Indians do not differ significantly relative to multi-cultural school environments. Neither do they differ significantly from high-socio-economic whites in their responses toward multi-cultural school environments. Although directionality is not indicated, cell mean scores imply that these groups favor a racially identifiable school environment.

Whites of high-socio-economic status do not differ significantly regardless of the school environment. Low cell means indicate some dissatisfaction with both environments as they now exist.

Low- and medium-socio-economic whites and blacks did not differ significantly in their responses to the multi-cultural school environment. In comparison, mean scores were high indicating approval of desegregated schools to which their children attend.

Medium- and high-socio-economic Indians and blacks did not differ significantly in their responses toward racially identifiable school environments. In comparison, mean scores were high indicating approval of segregated schools. This has support in reviewing the literature in that many Indians and blacks desire to control their own schools.

There was a significant difference in the responses of high-socio-economic Indians toward racially identifiable and multi-cultural school environments. In comparison, mean scores indicate higher approval for segregated schools than desegregated schools.

Data on Tables 2 and 3 regarding Indian responses for high-socio-economic status toward a multi-cultural environment, indicate that cell to be one that significantly affects most of the interaction. The mean score

for this cell is the lowest of all cell means, indicated that Indians of high-socio-economic status are less favorable toward a multi-cultural school environment than respondents in all of the other cells.

Table 14 also indicates that no significant differences exist among the interaction of cells containing mean scores for blacks and their responses for all levels of socio-economic status, and for both school environments. Mean scores for blacks do indicate a more positive attitude toward the multi-cultural environment as opposed to the racially identifiable environment, but this difference undoubtedly was not enough to produce significance.

Summary

While generalizations may not be made beyond the data presented, it appears reasonable to state that the data in general have presented evidence that there are significant differences among races and their attitudes toward public education. Significant interactions were found to exist between race and school environment; socio-economic status and school environment; socio-economic status, race and school environment on the parental attitude scale.

No significant interaction was found to exist between socio-economic status and race relative to parental attitudes toward public education.

Conclusions

1. The socio-economic status of parents does not seem to influence their attitude toward public education.

2. Of the three racial groups, black parents would be more likely to have a more positive attitude toward public education than Indian and whites.

3. Blacks and whites are more favorable toward desegregated schools than Indians.

Recommendations for Further Research

1. It is recommended that this study be replicated in various other communities to validate the results and conclusions presented.

2. A comparative study should be conducted relative to parental attitudes toward public education and student achievement since the two variables would seem to be related.

3. When a similar study is to be replicated, the researcher should select a time that corresponds to community involvement such as board of education elections or other situations that tend to include emotional issues.

4. It is recommended that the participating school district analyze the results obtained for any possible benefit that might accrue to that district.

5. The role of parents in school issues should be reviewed in order to determine if parental participation is being given proper consideration in participative planning and action.

6. School-parent communications were found to be significant on three of the seven hypotheses tested. A survey of conditions that promote or restrict informational flow--in either direction between the school and community--could hold possible value to public school administrators.

7. A study should be conducted relative to parental attitudes toward particular aspects of the school program such as curriculum, community, facilities, discipline, social skills, and school board relations.

8. The relationship of parental attitudes and the attitudes of their children toward public education should be explored since other research indicate a close relationship between the two.

9. An in-depth study should be conducted as to possible cultural explanations why certain racial groups responded favorably while other groups responded unfavorably toward multi-cultural public education.

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APPENDICES

APPENDIX A

REVISED "YOUR SCHOOL" SCALE

SCHOOL-COMMUNITY ATTITUDE ANALYSIS FOR ADMINISTRATORS

Section I. Your Schools

The following items relate to various aspects of the educational program provided by your school. These items provide an opportunity for you to indicate your own feeling or opinion about such things as courses of study, teaching methods, and present building and playground facilities in your school. It is important that you indicate your own honest opinion about these things if this survey is to be helpful.

As I read each question, please respond by selecting one of the answers from the card that I will give you. Your answers should be one of the following: strongly agree; agree; disagree; or strongly disagree. If you cannot make up your mind or feel that you do not know, then you may respond as undecided.

___SA ___A ___UN ___D ___SD 5 4 3 2 1	1. The more important basic skills and knowledges are being very effectively taught in our school.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	2. The courses now taught in our school meet the students' needs very well.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	3. Too much "foolishness" is taught in our school.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	4. Our school needs to do some curriculum study to select courses that will better fit the needs of our children.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	5. Our school is doing a good job in giving children personal help and guidance.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	6. Children in our school do not receive enough training in social skills.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	7. There should be more strict discipline in our school.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	8. Our school is very effective in teaching good work habits.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	9. More drill in subjects like arithmetic is needed in our school.
___SA ___A ___UN ___D ___SD 5 4 3 2 1	10. Our school does not place enough emphasis upon obedience and respect for authority.

5 SA 4 A 3 UN 2 D 1 SD	11. Our school is very effective in teaching good citizenship.
5 SA 4 A 3 UN 2 D 1 SD	12. Our school is very effective in teaching proper behavior and good habits.
5 SA 4 A 3 UN 2 D 1 SD	13. Our school children are not getting as much individual attention from their teachers as they should be getting.
5 SA 4 A 3 UN 2 D 1 SD	14. Our school is doing a very good job in personal guidance of students.
5 SA 4 A 3 UN 2 D 1 SD	15. Our school should provide better health service for children.
5 SA 4 A 3 UN 2 D 1 SD	16. Our school is doing a very good job of teaching children social skills.
5 SA 4 A 3 UN 2 D 1 SD	17. The training our children receive in human relations -- how to get along with one another-- is very good.
5 SA 4 A 3 UN 2 D 1 SD	18. Our school should place more emphasis upon helping children achieve better social and personal adjustment.
5 SA 4 A 3 UN 2 D 1 SD	19. The school administrators don't tell us enough about school problems, they leave us out too much.
5 SA 4 A 3 UN 2 D 1 SD	20. One can easily talk with our school administrators about school problems.
5 SA 4 A 3 UN 2 D 1 SD	21. Teachers will listen to what we have to say about school problems but that is as far as it goes.
5 SA 4 A 3 UN 2 D 1 SD	22. School administrators do not pay enough attention to parents.
5 SA 4 A 3 UN 2 D 1 SD	23. Our teachers seem willing to talk with people about school problems.
5 SA 4 A 3 UN 2 D 1 SD	24. Our community is kept generally well-informed about school activities.
5 SA 4 A 3 UN 2 D 1 SD	25. To provide the best education for our children, we need more space and rooms than are available in our present school building.

APPENDIX B

ORIGINAL "YOUR SCHOOL" SCALE

SCHOOL-COMMUNITY ATTITUDES ANALYSIS FOR ADMINISTRATORS

Section I. Your Schools

The following items relate to various aspects of the educational program provided by your schools. These items provide an opportunity for you to indicate your own feeling or opinion about such things as courses of study, teaching methods, and present building and playground facilities in your school. It is important that you indicate your own honest opinion about these things if this survey is to be helpful.

Indicate your opinion by checking for each statement whether you strongly agree (SA); agree (A); disagree (D); or strongly disagree (SD) with the statement. If you cannot make up your mind or feel you do not know, check the undecided (UN) space.

SA 5	A 4	UN 3	D 2	SD 1		
_SA 5	_A 4	_UN 3	_D 2	_SD 1	1.	The more important basic skills and knowledges are being very effectively taught in our schools.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	2.	The courses now taught in our schools meet the students' needs very well.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	3.	Too much "foolishness" is taught in our schools.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	4.	Our schools need to do some curriculum study to select courses that will better fit the needs of our children.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	5.	Our schools are doing a good job in giving children personal help and guidance.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	6.	Children in our schools do not receive enough training in social skills.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	7.	There should be more strict discipline in our schools.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	8.	Our schools are very effective in teaching good work habits.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	9.	More drill in subjects like arithmetic is needed in our schools.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	10.	Our schools do not place enough emphasis upon obedience and respect for authority.

_SA 5	_A 4	_UN 3	_D 2	_SD 1	11. Our schools are very effective in teaching good citizenship.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	12. Our schools are very effective in teaching proper behavior and good habits.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	13. Our school children are not getting as much individual attention from their teachers as they should be getting.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	14. Our school is doing a very good job in personal guidance of students.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	15. Our school should provide better health service for children.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	16. Our school is doing a very good job of teaching children social skills.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	17. The training our children receive in human relations--how to get along with one another--is very good.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	18. Our schools should place more emphasis upon helping children achieve better social and personal adjustment.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	19. The school administrators don't tell us enough about school problems; they leave us out too much.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	20. One can easily talk with our school administrators about school problems.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	21. Teachers will listen to what we have to say about school problems but that is as far as it goes.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	22. School administrators do not pay enough attention to parents.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	23. Our teachers seem willing to talk with people about school problems.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	24. Our community is kept generally well-informed about school activities.

_SA 5	_A 4	_UN 3	_D 2	_SD 1	25. Our school board seems to represent the community very well.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	26. The school board pays too much attention to what certain groups think and not enough attention to the rest of the community.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	27. You have to be "someone" to get on the board.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	28. I feel that the school board represents my interests very well.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	29. The school board tries to get community help and ideas only when the board wants something.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	30. The school board seems very willing to see people and talk with them about school problems.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	31. To provide the best education for our children, we need more space and rooms than are available in our present school buildings.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	32. Our present school buildings and facilities are quite adequate to meet our needs.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	33. Good educational programs do not depend on buildings and space; we can provide fine education with our school plant just as it is.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	34. Our schools should offer a wider variety of courses and acitivities even though these would require more room or newer, larger arrangements.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	35. Our school buildings and facilities are in good repair.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	36. Building maintenance and care in our schools is not as good as it should be.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	37. Everything considered, our schools are doing as good a job of education as could be expected.

_SA 5	_A 4	_UN 3	_D 2	_SD 1	38. In general, our schools are much better than the average for cities of this size.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	39. Considering the amount of money we spend on them, our schools should do a much better job than they are doing.
_SA 5	_A 4	_UN 3	_D 2	_SD 1	40. The schools in our city have many serious shortcomings which should be remedied.

APPENDIX C

DUNCAN'S SOCIO-ECONOMIC STATUS SCALE

I. PROFESSIONAL, TECHNICAL, AND KINDRED WORKERS

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
000	001	Accountants & auditors	78	9	92	1	.74	17	24
010	002	Actors & actresses	60	8	84	1	.02	38	-26
012	003	Airplane pilots & navigators	79	9	96	1	.04	01	91
013	004	Architects	90	9	98	1	.05	03	28
014	005	Artists & art teachers	67	9	88	1	.16	35	30
015	006	Athletes	52	8	60	1	.01	08	-63
020	007	Authors	76	9	93	1	.04	25	77
021	008	Chemists	79	9	94	1	.13	09	11
022	009	Chiropractors	75	9	89	1	.02	10	10
023	010	Clergymen	52	8	67	2	.31	02	20
030-060	012	College presidents, prof's, instructors (n.e.c.)	84	9	96	1	.25	22	42
070	013	Dancers & dancing teachers	45	7	61	1	.03	81	26
071	014	Dentists	96	9	99	1	.13	02	10
072	015	Designers	83	9	91	1	.11	13	133
073	016	Dieticians & nutritionists	59	6	64	1	.04	93	17
074	017	Draftsmen	67	9	87	1	.34	06	61
075	018	Editors & reporters	82	9	95	1	.16	37	41
080	020	Engineers, technical: Aeronautical	87	9	97	1	1.35	01	63
081	021	Chemical	90	9	98	1	.08	02	194
082	022	Civil	84	9	96	1	.06	01	25
083	023	Electrical	84	9	97	1	.24	01	25
084	024	Industrial	86	9	95	1	.29	01	72
085	025	Mechanical	82	9	96	1	.15	02	140
090	026	Metallurgical, meta'ts.	82	9	97	1	.25	*	39
091	027	Mining	85	9	97	1	.03	01	49
092-093	028	Not elsewhere classified (Inc. kind not reported)	87	9	96	1	.02	*	-15
101	029	Entertainers (n.e.c.)	31	5	48	2	.14	01	106
102	030	Farm & home management advisors	83	9	94	1	.01	23	-26
103	031	Foresters & conservationists	48	7	78	1	.02	47	9
104	032	Funeral directors & embalmers	59	8	83	1	.05	02	24
105	033	Lawyers & judges	93	9	98	1	.06	06	-7
111	034	Librarians	60	8	64	1	.33	04	17
120	035	Musicians & music teachers	52	8	72	1	.13	86	51
130-145	036	Natural scientists (n.e.c)	80	9	95	1	.31	56	22
150	037	Nurses, professional	46	7	71	1	.10	11	27
151	038	Nurses, student professional	51	8	50	1	.92	98	46
152	039	Optometrists	79	9	96	1	.09	99	-25
153	040	Osteopaths	96	9	99	1	.02	04	9
154	041	Personnel & labor-relations workers	84	9	96	1	.01	12	-24
160	042	Pharmacists	82	9	95	1	.15	31	87
161	043	Photographers	50	8	73	1	.14	08	4
162	044	Physicians and surgeons	92	9	99	1	.08	12	-4
163	011	Public relations men & publicity writers	32*	9	95	1	.36	07	19
164	045	Radio operators	69	9	90	1	.05	23	64
165	046	Recreation & group workers	67	9	84	1	.05	10	71
170	047	Religious workers	56	8	63	1	.06	43	127
171	048	Social & welfare workers,	64	8	85	1	.09	62	35
172-175	049	Social scientists	81	9	96	1	.15	72	27
180	050	Sports instructors & officials	64	8	87	1	.09	25	59
181	051	Surveyors	48	7	71	1	.12	32	70
182-184	052	Teachers (n.e.c.)	72	9	89	1	.07	04	74
185	053	Technicians, med, & dent.	48	7	73	1	2.60	72	50
190-191	054	Technicians, testing	62	8	80	1	.22	63	80
192	055	Technicians,(n.e.c.)	62	8	85	1	.44	10	295
193	056	Therapists & healers (n.e.c)	58	8	81	1	.10	24	256
194	057	Veterinarians	78	9	95	1	.06	54	49
195	058	Professional, technical, & kindred workers (n.e.c.)	65	8	86	1	.02	02	10
		TOTAL					.49	20	251
							11.36	38	47

* Less than .01

II A1 MANAGERS, OFFICIALS AND PROPRIETORS, EXCEPT FARM (SELF-EMPLOYED AND SALARIED)

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Basis	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
250	061	Buyers & dept. heads, store	72	9	92	1	.37	23	64
251	062	Buyers & shippers, farm prod.	33	6	51	2	.03	02	-39
252	063	Conductors, railroad	58	8	73	1	.07	*	-21
253	064	Credit men	74	9	92	1	.07	25	63
254	065	Floormen & floor mgrs., store	50	8	79	1	.02	48	01
260	066	Inspectors, public admin. (incl. not rep.)	63	8		1	.12	03	32
260(906+J	067	General public admin. & postal service	72	9	89	1	.06	04	46
260(926)	068	State public admin.	54	8	81	1	.02	04	41
260(936)	069	Local public admin.	56	8	82	1	.03	05	09
262	070	Mgrs. & supers., buildings	32	6	4	2	.08	36	-20
265	071	Officers, pilots, pursers, & engineers, ship (other than navy or coastguard)	54	8	79	1	.04	*	-11
270	072	Officials and administrators	66	0		1	.31	19	.7
270(906 & J)	073	Federal pub. admin. & postal service (incl. NA reported)	84	9	94	1	.11	12	35
270(926)	074	State pub. admin.	66	9	90	1	.06	13	58
270(936)	075	Local pub. admin.	54	8	79	1	.15	27	16
275	076	Officials - lodge, society, union, etc.	58	8	82	1	.03	10	24
280	077	Postmasters	60	8	82	1	.06	41	-03
285	078	Purchasing agents & buyers (n.e.c.)	77	9	92	1	.16	10	63
		TOTAL					1.40		

III B: MANAGERS, OFFICIALS, & PROPRIETORS (N.E.C.) SALARIED ONLY

R-SALARIED	= 290	If NA industry - see "All Other Industry" below. For Agriculture, Forestry, Fisheries, & Mining - See "All Other Industries" below.							
R(C) R(206-459)	080	Construction	40	8	84	1	.23	03	66
R,M) R(507-526 L)	081	Manufacturing	79	9	93	1	1.01	07	54
R(536-579)	082	Transportation	71	9	87	1	.18	04	22
R(606-629)	083	Communications, utilities & sanitary services	76	9	93	1	.16	11	31
	084	Wholesale trade	70	9	90	1	31	07	27
		Retail trade (if NA kind see "Other Retail Trade")	56	8		1	96	16	19
R(637 & F)	086	Food & dairy products stores & milk retg.	50	7	78	1	.16	09	10
R(639 & G)	087	Gen. Mchdse. - 5 & 10 store	68	9	90	1	.14	25	47
R(646 + 647)	088	Apparel & access.' stores & shoe stores	69	9	89	1	.08	33	19
R(648 + 649)	089	Furniture, home furn. & equipment stores	68	9	89	1	.05	11	13
R(654)	090	Motor vehicles & access., retail	64	8	88	1	.13	04	52
R(657)	091	Gasoline service stations	31	6	63	2	.07	01	23
R(658)	079	Drugstores	59	8					
R(D)	092	Eating and drink places	39	7	70	1	.12	39	05
R(666 + 670)	093	Hardware, farm implements, & building material, retail	64	8	87	1	.08	04	24
R(A2R-696)	094	Other retail trade (incl. not rep.)	59	8	84	1	.12	18	-01
R(706 & 716)	095	Banking & other finance	83	9	96	1	.32	13	71
R(726 & 736)	096	Insurance & other real estate	84	9	96	1	.22	17	100
R(806 & 807)	097	Business services	80	9	96	1	.10	21	151
R(808)	098	Auto repair & garages	47	7	76	1	.03	04	-11
R(809)	099	Misc. repair services	53	8	81	1	.01	07	67
R(826-839)	100	Personal services	50	8	78	1	.12	33	18
R(999 & 017-156, 846-898, A,R,E)	101	All other ind. (incl. not rep.) incl. Agric. (for farm mgr. see code 222) Forestry, Fisheries, & Mining	62	8	89	1	.36	31	64
		TOTAL (SALARIED)		9			4.02	13	43

II C: MANAGERS, OFFICIALS, & PROPRIETORS (N.E.C.) SELF-EMPLOYED ONLY

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
R-SELF-EMPLOYED-291		(If NA ind. see "All Other Indus." below) For Agriculture, Forestry, Fisheries, & Mining, see "All Other Ind." below.							
R(C)SE	103	Construction	51	8	79	1	.36	01	13
R(206-459, B,M)SE	104	Manufacturing	61	8	88	1	.27	07	-30
R(507-526,L) SE	105	Transportation	43	7	73	1	.06	06	-24
R(536-579)SE	106	Communications & utilities, & sanitary services	44	7	72	1	.01	08	-26
R(606-629)SE	107	Wholesale trade	59	8	85	1	.21	05	-24
		Retail trade (If NA kind see "Other retail trade"	43	7		1	1.57	18	-29
R(537+F)SE	109	Food & dairy products stores & mild ret'g.	33	6	54	2	.34	14	-45
R(639+G)SE	110	Gen. Mchdse.-5&10 store	47	7	72	1	.37	23	-42
R(646+647)SE	111	Apparel & access. stores	65	8	88	1	.09	34	-34
R(648+649)SE	112	Furn., home furn., & equipment stores	59	8	86	1	.08	09	-28
R(656) SE	113	Motor vehicles & acc.	70	9	89	1	.09	03	-02
R(657)SE	114	Gasoline serv. stations	33	6	63	2	.24	03	01
R(D)SE	115	Eating & drink places	37	6	71	1	.33	31	-28
R(666+676)SE	116	Hardware, farm impl., & buildi g mat., retail	61	8	90	1	.10	05	-21
R(678-696+ 698)SE	117	Other retail trade (inc. not rep.)	49	7	75	1	.23	21	-28
R(706&716)SE	118	Banking & other finance	85	9	97	1	.03	05	02
R(726&736)SE	119	Insurance & other real estate	76	9	95	1	.08	16	10
R(806+807)SE	120	Business services	67	9	91	1	.06	16	12
R(808)SE	121	Auto repair serv. & gar.	36	6	68	1	.06	03	-37
R(809) R(826-839) SE	122 123	Misc. repair services Personal services	34 41	6 7	60 68	2 1	.03 .20	05 33	-33 -10
R(999&017 -156,846-898,A,H,E) SE	124	All other ind. (incl. not rep.) Incl. Agric. (for farmer see Code N), Forestry, Fisheries, & Mining	49	7	76	1	.15	22	-01
		TOTAL (SELF-EMPLOYED)		7			3.09	15	-22
		TOTAL (SALARIED)					4.02	13	43
		TOTAL (IIA)					1.40		
		TOTAL MANAGERS, OFFICIALS PROPRIETORS (NON-FARM)					8.51	14	8

III: CLERICAL AND KINDRED WORKERS

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
301	125	Agents (n.e.c.)	68	9	90	1	.25	17	29
302	126	Attendents & assis., Library	44	7	50	1	.05	77	157
303	127	Att's., Physicians & dentists office	38	6	56	1	.11	97	73
304	128	Baggagemen, transportation	25	5	54	2	.01	03	-30
305	129	Bank tellers	52	8	75	1	.20	69	102
310	130	Bookkeepers	51	8	73	1	1.45	84	22
312	131	Cashiers	44	7	69	1	.76	79	106
313	132	Collectors, bill & acct.	39	7	66	1	.05	22	32
314	133	Dispatchers & starters, vehicle	40	7	73	1	.09	12	86
315	134	Express messenger & railway mail clerks	67	9	85	1	.01	04	-64
320	085	File clerks	44	7	73	1	.22	86	27
321	173	Insr. adjusters, examiners & investigators	62	8	89	1	.09	12	75
323	135	Mail carriers	53	8	80	1	.31	02	20
324	136	Messenger & office boys	28	3	43	2	.10	18	07
325	137	Office machine operators	45	7	69	1	.49	74	118
333	102	Payroll & timekeepers	44	7	73	1	.17	59	68
340	108	Postal clerks	44	7	73	1	.34	19	17
341	152	Receptionists	44	7	73	1	.22	98	129
Z	507	Secretaries	61	8	82	1	2.31	97	80
343	138	Shipping & rec. clerks	22	5	58	2	.46	08	-01
345	139	Stenographers	61	8	82	1	.43	96	-36
350	501	Stock clerks & storekeepers	44	7	73	1	.54	15	45
351	140	Telegraph messengers	22	5	33	2	.01	05	-42
352	141	Telegraph operators	47	7	75	1	.03	23	-41
353	142	Telephone operators	45	7	72	1	.58	96	01
354	143	Ticket, station & exp. agt.	60	8	82	1	.11	22	08
360	506	Typists	61	8	82	1	.84	93	48
Y	144	Clerical & kind. workers (n.e.c.)	44	7	73	1	4.68	59	28
		TOTAL					14.91	77	35

IV: SALES WORKERS

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
380	145	Ad. agents & salesmen	66	9	90	1	.05	14	03
381	146	Auctioneers	40	7	67	1	.01	03	-24
382	147	Demonstrators	35	6	62	2	.04	93	83
383	148	Hucksters & peddlers	08	1	08	2	.09	57	140
385	149	Ins. agents & brokers & underwriters	66	9	89	1	.57	10	34
390	150	Newsboys	27	5	20	2	.31	04	98
393	151	Real estate agents & brokers	62	8	86	1	.30	24	37
S S=394		Salesmen & sales clerks (n.e.c.) (If ind. NA see "Other Ind."	47	7		1	6.03	41	14
S(206-459 B,M)	154	Manufacturing	65	8	88	1	.74	11	42
S(606-629) S(637-696	155	Wholesale trade	61	8	85	1	.78	04	22
D,F,G)	156	Retail trade	39	6	61	1	4.22	54	07
S(999 & all not above)	157	Other ind. (incl. not rep.)	50	8	77	1	.22	.26	.37
395	152	Stock & bond salesmen	73	9	94	1	.04	06	157
		TOTAL					7.44	36	19

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
401	158	Bakers	22	5	50	4	.17	16	-10
402	159	Blacksmiths	16	3	31	4	.03	01	-51
403	160	Boilermaker	33	6	59	4	.04	*	-31
404	161	Bookbinders	39	6	69	3	.04	57	-13
405	162	Brickmasons, stonemasons, & tile-setters	27	5	50	4	.32	*	18
410	163	Cabinetmakers	23	5	48	4	.11	01	-10
Q	164	Carpenters	19	4	35	4	1.43	03	-07
413	165	Cement & concrete finishers	19	4	34	4	.07	*	45
414	166	Compositors & typesetters	52	8	79	3	.28	09	02
415	167	Cranemen, derrickmen & hoistmen	21	4	52	4	.20	01	23
420	168	Decorators & window dressers	40	7	67	3	.08	46	17
421	169	Electricians	44	7	74	3	.55	01	09
423	170	Electrotypers & stereotypers	55	8	81	3	.01	01	-24
424	171	Engravers, exc. photoengravers	47	7	75	3	.02	18	16
425	172	Excavating, grading, & road machinery operators	24	5	57	4	.35	*	103
430		Foremen (n.e.c.) (If ind. NA see "Other Ind.")	49	7		3	1.86	07	64
430(C)	174	Construction	40	7	65	3	.16	*	69
		Manufacturing (If mfg. but NA kind see "Other non-dur. goods" below)	53	8			1.17	08	46
430(237-249)	176	Metal industries	34	8	76	3	.20	02	56
430(256-259,M)	177	Machinery, incl. elec.	60	8	82	3	.21	05	66
430(267-276)	178	Transportation equip.	66	9	84	3	.13	01	63
430(286-296,206-236)	179	Other durable goods	41	7	71	3	.16	06	34
430(346-367,8)	180	Textiles, textile products & apparel	39	7	66	3	.12	32	09
430(386-459,306-329)	181	Other non-dur. goods (incl. not spec. mfg.)	53	8	79	3	.36	08	46
430(L)	182	Railroads & railway exp. services	36	6	61	3	.06	*	1 -33
430(536-579)	184	Telecommunications & utilities & sanitary services	56	8	79	3	.09	02	43
430(999+ 017-156, 606-936, A,D,E,F, G,H,J)	185	Other ind. (incl. not rep)	44	7	73	3	.34	09	36
431	186	Forgemen & hammermen	23	5	51	4	.02	04	-10
432	187	Furriers	39	6	66	3	.01	15	-71
434	188	Glaziers	26	5	57	4	.02	02	49
435	189	Heat treaters, annealers, & temperers	22	5	58	4	.03	02	12
444	190	Inspectors, scalers, & graders, log & lumber	23	5	48	4	.03	04	04
450		Inspectors (n.e.c.) (If NA ind. see "Other Ind." below)	41	7		3	.16	06	05
450(C)	192	Construction	46	7	76	3	.02	01	86
450(L)	193	Railroads & railway exp. serv.	41	7	65	3	.05	*	-19
450(507-579)	194	Transport., exc. rr comm. & other pub. utilities	45	7	74	3	.02	02	16
450(999 & all not above, except J, K, 906-936)	195	Other non-mfg. ind. (incl. not rep.)	38	6	71	3	.06	15	05
451	196	Jewelers, watchmakers, goldsmiths, & silversmiths	36	6	63	3	06	06	-21
452	197	Job-setters, metal	28	5	64	4	06	01	62
453	198	Linemen & servicemen, telegraph, telephone, & power	49	7	76	3	43	02	28

* Less than .01

V : Craftsmen, Foremen, & Kindred Workers (continued)

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
450	199	Locomotive engineers	58	8	68	3	.09	*	-21
460	200	Locomotive firemen	45	7	76	3	.06	*	-39
461	201	Loom fixers	10	1	32	4	.04	01	-23
465	202	Machinists	33	6	68	4	.80	01	-04
		Mechanics & repairmen	25	5		4	3.57	01	-25
470	203	Airconditioning, heating & refrigeration	27	5	61	4	.10	*	45
471	204	Airplane	48	7	79	3	.18	02	60
472	205	Automobile	19	4	52	4	1.09	03	03
473	206	Office machine	36	6	66	3	.05	01	-06
474	207	Radio & television	36	6	62	3	.16	02	35
475	208	Railroad & car shop	23	5	52	4	.06	*	-16
480	209	Not elsewhere classified (incl. NA type)	27	5	61	4	1.92	02	43
490	210	Millers, grain, flour, feed, etc.	19	4	39	4	.01	01	-05
491	211	Millwrights	31	6	62	4	.11	*	13
492	212	Molders, metal	12	1	41	4	.08	03	-18
493	213	Motion picture projectionists	43	7	73	3	.03	02	-12
494	214	Opticians & lens grinders & polishers	39	6	72	3	.03	15	06
495	215	Painters, const. & maint.	16	3	37	4	.64	02	-04
501	216	Paperhangers	10	1	22	4	.02	14	-51
502	217	Pattern & model makers, exc. paper	44	7	74	3	.06	02	08
503	218	Photoengravers & lithog's	64	8	84	3	.04	05	-12
504	219	Piano & organ tuners & repairs	38	6	54	3	.01	03	-23
505	220	Plasterers	25	5	46	4	.08	*	-18
510	221	Plumbers & pipefitters	34	6	64	4	.51	*	11
512	222	Pressmen & plate printers, printing	49	7	77	3	.12	04	50
513	223	Rollers & roll hands, metal	22	5	54	4	.05	03	01
514	224	Roofers & slaters	15	3	34	4	.09	*	13
515	225	Shoemakers & repairers, exc. factory	12	1	22	4	.06	04	-38
520	226	Stationary engineers	47	7	72	3	.43	01	26
521	227	Stone-cutters & carvers	25	5	44	4	.01	02	-28
523	228	Structural metal workers	34	6	66	4	.07	22	-51
525	230	Tinsmiths, coppersmiths, & sheet metal workers	33	6	68	4	.23	01	12
530	231	Tool & die makers & setters	50	8	77	3	.29	01	19
535	232	Upholsterers	22	5	53	4	.10	10	-03
545	233	Craftsmen & kind. workers, n.e.c.	32	6	62	4	.17	02	52
555	428	Members of the armed forces Enlisted men							
555	429	Officers	"						
555	244	N.A. whether enlisted or officer	"						
		TOTAL					14.30	03	13

* Less than .01

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
		Apprentices (If trade NA) see trade)	35	6		3	14	13	-22
601	236	Auto mechanics	25	5	46	4	*	01	-53
602	237	Bricklayers & masons	32	6	57	4	.01	*	-51
603	238	Carpenters	31	5	50	4	.01	01	-44
604	239	Electricians	37	6	61	3	.01	01	-03
605	240	Machinists & toolmakers	41	7	59	3	.02	01	-03
610	241	Mechanics, exc. auto	34	6	60	4	.01	02	-43
612	242	Plumbers & pipefitters	33	6	60	4	.01	01	-31
613	243	Building trades (n.e.c.)	29	5	49	4	*	02	-34
614	245	Metalworking trades (n.e.c.)	33	6	55	4	.01	02	-14
615	246	Printing trades	40	7	57	3	.02	02	-23
620	247	Other specified trades	31	5	51	4	.01	08	-33
621	248	Trade not specified	39	6	55	3	.02	06	-32
630	249	Asbestos & insulation workers	32	6	63	4	.03	04	-30
631	451	Assemblers	17	4	61	4	1.06	45	73
632	250	Attendants, auto serv. & parking	19	4	44	4	.03	04	30
634	251	Blasters & powdermen	11	1	33	4	.01	01	-37
635	252	Boatmen, canalmen, & lock keepers	24	5	50	4	.01	01	-14
640	253	Brakemen, railroad	42	7	71	3	.10	*	-19
641	254	Bus-drivers	24	5	65	4	.29	10	17
642	256	Chainmen, rodmen, axemen, survey	25	5	47	4	.02	04	43
643	500	Checkers, examiners, & inspectors, manual	17	4	61	4	.80	46	47
645	257	Conductors, bus & street rw	30	5	61	4	.01	02	-02
650	258	Deliverymen & routemen	32	6	59	4	.68	03	76
651	259	Dressmakers & seamstresses, exc. factory	23	5	35	4	.19	97	-16
652	260	Dyers	12	1	36	4	.03	04	-24
653	261	Filers, grinders & polishers, metal	22	5	57	4	.25	06	02
654	262	Fruit, nut & veget. graders, & packers, exc. factory	10	1	19	4	.04	71	-18
670	263	Furnacemen, smeltermen, pourers	18	3	45	4	.09	02	-01
671	299	Graders, sorters, manuf.	17	4	14	4	.06	68	-08
672	264	Heaters, metal	29	5	56	4	.01	02	-17
673	300	Knitters, loopers, toppers, textile	21	4	47	4	.07	68	-43
674	265	Laundry & dry cleaning oper.	15	3	37	4	.64	72	-09
675	266	Meatcutters, exc. slaughter & packing house	29	5	60	4	.29	03	05
680	267	Milliners	46	7	73	3	.01	91	-67
685	268	Mine operators & laborers (n.e.c.) (If NA which below)	10	1		4	.51	*	-05
685(136)	269	Coal mining	02	0	18	4	.22	*	-03
685(146)	270	Crude petrol & nat gas	38	6	70	3	.16	*	-06
685(156+126)	271	Mining & quarrying, exc fuel	12	1	36	4	.14	01	-24
690	272	Motormen, mine, factory, logging camp, etc.	03	0	28	4	.02	01	-47
691	273	Motormen, street, subway, etc.	34	6	64	4	.01	01	-40
692	274	Oilers & greasers, exc auto	15	3	44	4	.09	01	-03
693	235	Packers & wrappers n.e.c.	18	4	38	4	.76	61	43
694	275	Painters, exc. const. & maint.	18	4	47	4	.23	10	21
695	276	Photographic process workers	42	7	65	3	.07	44	68
701	277	Power-station operators	50	8	78	3	.04	05	23
703	278	Sailors & deck hands	16	3	40	4	.06	01	-22
704	255	Sawyers	05	0	10	4	.15	03	-34
705	279	Sewers & stitchers, manuf.	17	4	39	4	.96	94	24
710	280	Spinners, textile	05	0	20	4	.08	79	-39
712	281	Stationary firemen	17	3	40	4	.14	01	-28
713	282	Switchmen, railroad	44	7	72	3	.09	*	-04

* Less than .01

VI: Operatives & Kindred Workers (continued)

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
714	283	Taxi drivers & chauffers	10	1	37	4	.26	03	-20
T	284	Truck & tractor drivers	13	3	40	4	2.58	01	19
720	285	Weavers, textile	06	0	27	4	.10	42	-36
721	286	Welders & flame cutters	24	5	62	4	.60	05	40
W		Operatives & Kindred Workers N.E.C.							
W-779		Non-Manufacturing					7.74	30	05
W(C)	363	Construction (For other non-mfg. ind. see after mfg. ind. see after mfg. industries below)	18	4	38	4	1.07 .16	17 01	02 43
		Manufacturing (If NA what kind of mfg. see under "Manufacturing")	18	3		4	6.67	32	04
		Durable goods	17	3		4	3.17	21	21
		Lumber & wood products, exc. furniture							
W(206)									
W(207)	290	Sawmills, planing mills, & millwork	07	1	12	4	.16	04	-28
W(208)	291	Misc. wood products	09	1	25	4	.06	21	-01
W(209)	292	Furniture & fixtures	09	1	27	4	.17	15	-04
W(216-236)	293	Stone, clay & glass prod. (If NA which below)	17	3		4	.26	16	05
W(216)	294	Glass & glass products	23	5	50	4	.08	16	-02
W(217)	295	Cement, concrete, & gypsum prod. & plaster	10	1	29	4	.05	01	24
W(218)	296	Structural clay products	10	1	31	4	.03	12	-02
W(219)	297	Pottery & related products	21	4	49	4	.03	40	-34
W(236)	298	Misc. nonmetallic mineral & stone products	15	3	41	4	.06	16	57
		Metal Industries	16	3		4	.84	13	15
W(237)	301	Blast furnaces, steel works & rolling mills	17	3	49	4	.16	02	-17
W(238)	302	Other primary iron & steel industries	12	1	39	4	.10	04	-01
W(239)	303	Primary nonferrous ind.	15	3	47	4	.13	11	29
W(246)	304	Cutlery, hand tools, & other hardware	16	3	48	4	.05	38	14
W(242)	305	Fabricated structural met. products	16	3	48	4	.10	07	14
W(248)	306	Misc. Fab. metal prods.	15	3	48	4	.29	21	47
W(249)	307	Not spec. metal industries	14	2	47	4	*	23	-38
W(256 + 257, M)	308	Machinery, exc. elec. (If NA which below)	22	5		4	.43	12	23
W(256)	309	Agricultural machinery	21	4	59	4	.04	05	-34
W(257)	310	Office & store machines & devices	31	5	67	4	.04	34	-08
W(M)	311	Misc. machinery	22	5	57	4	.36	11	40
W(259)	312	Elec. mach., & equip. & supp.	26	5	62	4	.48	49	44
W(267-276)	313	Trans. equip. (If NA which below)	23	5		4	.45	11	04
W(267)	314	Motor veh. & equip.	21	4	61	4	.27	11	-19
W(268)	315	Aircraft & parts	34	6	71	4	.12	14	154
W(269)	316	Ship & boat bldg. & repairing	16	3	41	4	.03	05	34
W(276)	317	Railroad & misc. trans. equipment	23	5	56	4	.03	08	04
W(286-289)	318	Professional & photographic equip. & watches (If NA which below)	29	5		4	.10	19	18
W(286)	319	Prof. equip. & supplies	23	5	57	4	.07	39	49
W(287)	320	Photo equip. & supplies	40	7	73	3	.02	23	20
W(289)	321	Watches, clock, & clock-work operated devices	28	5	62	4	.01	58	-41
W(296)	322	Misc. mfd. ind.	16	3	42	4	.22	48	-01

* Less than .01

VI: Operatives & Kindred Workers (n.e.c.) (continued)

Census Book Code	ISR Code	Occupation	* Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
		Nondurable goods					3.48	41	02
		Food & kindred products (If NA which see Not Spec. Food Ind. below)	16	3		4	.73	31	20
W(306)	324	Meat products	16	3	43	4	.21	27	44
W(307)	325	Dairy products	22	5	53	4	.09	07	-02
W(308)	326	Canning & preserving fruits, veg., & sea foods	09	1	26	4	.14	62	41
W(309)	327	Grain mill products	14	3	36	4	.05	07	03
W(316)	328	Bakery products	15	3	38	4	.07	16	16
W(317)	329	Confectionary & related products	12	1	34	4	.04	50	-06
W(318)	330	Beverage industries	19	4	48	4	.07	13	-07
W(319)	331	Misc. food prep. & kindred products	11	4	32	4	.05	22	07
W(326)	332	Not spec. food ind.	19	4	45	4	.01	49	-06
W(329)	333	Tobacco mfg.	02	0	13	4	.06	62	-25
W(346-356)	334	Textile mill prod. (If NA which below)	06	0		4	.58	48	-21
W(346)	335	Knitting mills	21	4	47	4	.10	78	142
W(347)	336	Dyeing & finishing textiles, exc. knit goods	08	1	38	4	.04	18	-04
W(348)	337	Carpets, rugs, floor cov.	14	3	44	4	.02	43	-19
W(349)	338	Yarn, thread, & fab. mills	02	0	14	4	.39	45	-33
W(356)	339	Misc. tex. mill prod.	10	1	33	4	.03	38	-23
W(367&8)	340	Apparel & other fabricated textile prod. (If NA which below)	21	5		4	.68	73	04
W(B)	341	Apparel & access.	22	5	39	4	.61	75	03
W(367)	342	Misc. fab. tex. prod.	17	3	36	4	.06	61	14
W(386-389)	343	Paper & allied products (If NA which below)	19	4		4	.35	23	10
W(386)	344	Pulp, paper, & paperbd. mills	19	4	51	4	.17	09	11
W(387)	345	Paperboard containers, boxes	17	3	37	4	.11	33	19
W(389)	346	Misc. paper & pulp prod.	19	4	52	4	.07	41	-03
W(396+398)	347	Printing, publishing, & allied industries	31	5	60	4	.15	38	36
W(406-409)	348	Chemical & allied prod. (If NA which below)	20	4		4	.30	15	15
W(406)	349	Synthetic fibres	09	1	51	4	.04	34	-13
W(407)	350	Drugs & medicines	26	5	57	4	.03	37	16
W(408)	351	Paints, varnishes, & related prod.	15	3	51	4	.03	08	07
W(409)	352	Misc. chem. & allied prod.	23	5	55	4	.21	10	20
W(416+419)	353	Petroleum & coal prod. (If NA which below)	51	8		3	.08	02	.00
W(416)	354	Petroleum refining	56	8	79	3	.07	01	02
W(419)	355	Misc. pet. & coal prod.	14	2	44	4	.01	06	-15
W(4266 429)	356	Rubber prod. & misc. plastic products	22	5		4	.25	28	20
W(436-438)	357	Leather & leather prod. (If NA which below)	16	3		4	.31	48	-17
W(436)	358	Leather: tanned, curried & finished	10	1	37	4	.03	14	-39
W(437)	359	Footwear exc. rubber	09	1	31	4	.23	51	-12
W(438)	360	Leather prod. exc. footwear	14	2	36	4	.05	53	-20
W(459)	361	Not spec. mfg. ind. (Incl. MFG. but NA kind)	16	3	44	4	.02	41	-46
		Other non-manufacturing					.91	19	-04
		Construction-see before mfg industries (If NA what kind see Not. Spec. Ind. below)							
W(L)	364	Railroads & railway express services	15	3	42	4	.09	01	-40
W(507-526)	365	Transportation, exc. rail	23	5	53	4	.06	07	17
W(536-579)	366	Communications & utilities & sanitary services	21	4	52	4	.08	03	-05
W(606-696, D,E,G)	367	Wholesale & retail trade	17	3	38	4	.34	28	-02
W(806-809)	368	Business & repair services	19	4	45	4	.11	12	45
W(826-839 K)	369	Personal services	11	1	29	4	.02	50	-24
W(906-936 J)	370	Public administration	17	3	50	4	.07	10	-10
W(999-non-manuf.)	362	Not spec. non-mfg. ind. (Incl. non-mfg. but NA kind)	18	3		4	.14	30	.12
W(999 & 017-018, 706-736, 846-898, A,E,M)	371	All other industries	20	4		4			
		TOTAL					19.91	28	09

* Less than .01

VII: SERVICE WORKERS, EXCEPT PRIVATE HOUSEHOLD

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
810	380	Attendants, institutions, hosp.	13	1	38	4	.63	71	92
812	381	Attendants, prof. & per. serv. n.e.c.	26	5	46	4	.12	70	73
813	382	Att's. rec. & amusement	19	4	26	4	.10	13	-02
814	383	Barbers	17	3	37	4	.28	03	02
815	384	Bartenders	19	4	46	4	.29	11	-12
820	386	Bookblacks	08	1	02	4	.02	04	-11
821	385	Boarding & lodg. housekeepers	30	5	35	4	.05	88	02
823	287	Chambermaids & maids, exc. private household	11	1	18	4	.28	98	40
824	387	Charwomen & cleaners	10	1	15	4	.30	67	54
825	388	Cooks, exc. priv. h.h.	15	3	31	4	.93	64	28
830	389	Counter & fountain workers	17	3	41	4	.26	71	79
831	390	Elevator operators	10	1	28	4	.12	32	-19
832	939	Housekeepers & stewards, exc. private households	31	6	61	4	.24	80	33
834	394	Janitors & sextons	09	1	18	4	.96	13	31
835	502	Kitchen workers n.e.c. exc. private households	11	1	18	4	.52	58	54
840	395	Midwives	37	6	51	3	*	78	-45
841	400	Porters	04	0	16	4	.24	02	-11
842	401	Practical nurses	22	5	32	4	.34	96	50
843	288	Hairdressers, cosmetologists	17	3	37	4	.47	89	45
850	391	Firemen, fire protection	37	6	73	3	.22		25
851	392	Guards, watchmen, doorkeepers	18	4	28	4	.40	03	03
852	395	Marshalls & constables	21	5	44	4	.01	04	-09
853	397	Policemen & detectives (If NA which below)	39	7		3	.40	03	31
853(All others)	399	Private	36	6	67	3	.03	08	-17
853(906-936,J)	398	Government	40	7	74	3	.37	02	36
854	402	Sheriffs & bailiffs	34	6	66	4	.04	05	30
860	405	Watchmen (crossing) & bridge tenders	17	3	39	4	.04	45	195
874	403	Ushers, recreation & amusement	25	5	34	4	.02	31	-32
875	404	Waiters & waitresses	16	3	39	4	1.39	87	25
890	406	Service workers except private household (n.e.c.)	11	1	18	4	.30	43	-02
		TOTAL					8.94	53	28
		* Less than .01							

VIII: PRIVATE HOUSEHOLD WORKERS

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
801	175	Baby sitters, priv. households	07	1	07	4	.54	97	367
802	372	Housekeepers, priv. h.h. (If NA which below)	19	4		4	.21	99	[illegible]
802(L,O)	374	Living out	21	4	32	4	.15	98	[illegible]
802(LI)	373	Living in	10	1	25	4	.09	99	05
803	375	Laundress, priv. h.h. (If NA which below)	12	1		4	.06	98	[illegible]
803(LO)	376	Living out	12	1	09	4	.06	98	[illegible]
803(LI)	505	Living in	—	—	09	4	*	100	-65
P	377	Priv. h.h. workers n.e.c. (If NA which below)	07	1		4	1.99	96	07
P(LO)	379	Living out	06	0	07	4	1.83	96	14
P(LI)	378	Living in	12	1	26	4	.16	94	-36
		TOTAL					2.83	96	22
		* Less than .01							

IX: FARMERS AND FARM MANAGERS (NOT LABORERS & FOREMEN)

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
N(self owner)	019	Farmers (farm owners)	14	2		8			
N(ten, share)	059	Farmers (tenants & share-croppers)	14			8	3.88	05	-42
N(NA type)	191	Farmers (NA which type)	14	2		8			
222	060	Farm managers	36	6		8	04	03	-30
		TOTAL					3.92	05	-42

X: FARM LABORERS AND FOREMEN

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
901	407	Farm Foremen	29	4		8	.04	02	38
U	408	Farm laborers, wage workers	00	0		8	1.93	12	-21
V	409	Farm lab., unpaid family workers	17	3		8	.44	44	-69
903	410	Farm service lab., self-emp	22	5		8	.01	02	-43
		TOTAL					2.42	17	-38

XI: LABORERS, EXCEPT FARM AND MINE

Census Book Code	ISR Code	Occupation	Duncan Socio-Economic Index	Duncan Population Decile	Census Socio-Economic Index	Rice Modified White-Blue Collar	1960 Census Data: Percent Population	Percent Women	Percent Increase 1950-60
960	323	Carpenters helpers, exc. logging & mining	07	0	16	4	.07	01	-30
962	411	Fishermen & oystermen	10	1	11	4	.06	01	-47
963	412	Garage laborers, car washers & greasers	08	1	24	4	.14	03	32
964	413	Gardeners, exc. farm and groundskeepers	11	1	19	4	.33	02	38
965	414	Longshoremen & stevedores	11	1	25	4	.09	01	-16
970	415	Lumbermen, raftsmen, woodchoppers	04	0	04	4	.21	01	-28
971	416	Teamsters	08	1	13	4	.03		-03
972	417	Truck drivers' helper	09	1	28	4	.05	01	-32
973	503	Warehousemen n.e.c.	08	1	28	4	.19	01	60
		Laborers, n.e.c.							
		Non-manufacturing	07	1		4	2.79	03	-03
X(C)	491	Construction (for other non-mfg. ind. see after mfg. industries below)	07	1	16	4	1.16	01	08
X(985)		Manufacturing (If NA what kind see not spec. ind. under manufacturing below)	08	1		4	1.49	07	-17
		Durable goods					.96	04	-15
X(206)		Lumber & wood prod. exc. furn. Logging							
X(207)	419	Sawmills, planing mills, & millwork	03	0	04	4	.15	02	-36
X(208)	420	Misc. wood products	02	0	09	4	.02	09	-27
X(209)	421	Furniture & Fixtures	05	0	19	4	.03	08	-08
X(216-236)	422	Stone, clay & glass prod. (If NA which below)	07	1		4	.13	03	01
X(216)	423	Glass & glass products	14	2	31	4	.02	07	-02
X(217)	424	Cement, concrete, gypsum, plaster products	05	0	22	4	.04	01	18
X(218)	425	Structural clay products	05	0	19	4	.04	03	-08
X(219)	426	Pottery & related prod.	07	1	30	4	.01	16	-31
X(236)	427	Misc. nonmetallic mineral & stone products	05	0	23	4	.02	02	14
		Metal Industries	07	1		4	.39	03	-11
X(237)	430	Blast furnaces, steel works, rolling mills	09	1	35	4	.19	01	-15
X(238)	431	Other primary iron & steel ind.	04	0	18	4	.07	01	-19
X(239)	432	Primary nonferrous ind.	06	0	34	4	.04	02	-04
X(246)	433	Cutlery, hand tools & other hardware	07	1	27	4	.01	18	-48
X(247)	434	Fabricated structural metal products	07	1	27	4	.03	03	15
X(248)	435	Misc. fab. met. prod.	10	1	27	4	.06	11	16
X(249)	436	Not spec. metal ind.	09	1	28	4	*	11	-52
X(256+257 M)	437	Machinery, exc. elec. (If NA which below)	11	1		4	.07	06	-16
X(256)	438	Agric. mach., tractors	14	2	38	4	.01	03	-42
X(257)	439	Office & store machines & devices	17	3	45	4	*	08	05
X(M)	440	Miscellaneous machinery	10	1	32	4	.06	03	-07
X(259)	441	Electrical machinery, equipment and supplies	14	2	45	4	.05	18	-02
X(267-276)	442	Transportation equipment (If NA which below)	11	1		4	.10	03	-17
X(267)	443	Motor vehicles & motor vehicle equipment	13	1	42	4	.06	03	-27
X(268)	444	Aircraft and parts	13	3	51	4	.01	06	65
X(269)	445	Ship & boat bldg. rpr.	02	0	19	4	.02	02	-09
X(276)	446	Railroad & misc. transportation equipment	08	1	31	4	.01	04	-03

* Less than .01

APPENDIX D

PERSONAL DATA QUESTIONNAIRE

PERSONAL INFORMATION

(This information is needed to report the survey findings intelligently.)

1. What is the occupation of the head of the household?
   _____

2. How many years of schooling has he completed?
   _____

3. What is the occupation of the wife if other than housewife?
   _____

4. How many years of schooling has she completed?
   _____

5. In what age group is the head of the household?
   30's____ 40's____ 50's_____ 60's_____ 70's_____

6. Do you own your home?_____ Renting?_____ Buying?_____

7. How many children are living in the home?
   _____

To be completed by the interviewer:

8. Race (circle one) Indian Black White

APPENDIX E

LETTERS FROM SUPERINTENDENT TO PRINCIPALS

W. ALBERT McCORMICK, JR., CHAIRMAN
ROWLAND, N. C.

STEVEN STONE, VICE-CHM.
ROUTE 1, ORRUM, N. C.

MRS. SHIRLEY P. BRITT
ROUTE 5, LUMBERTON, N. C.

HARRY WEST LOCKLEAR
PEMBROKE, N. C.

I. J. WILLIAMS
REX, N. C.

MRS. AILEEN HOLMES
ROUTE 3, LUMBERTON, N. C.

SAMMY ALLEN
ROUTE 7, LUMBERTON, N. C.

Robeson County Board of Education

Y. H. ALLEN, COUNTY SUPERINTENDENT
LUMBERTON, NORTH CAROLINA
ZIP CODE 28358

March 22, 1974

TO: SELECTED PRINCIPALS ROBESON COUNTY SCHOOLS

FROM: Y. H. ALLEN, COUNTY SUPERINTENDENT

Re: Attitude Survey by Mr. Gerald Maynor - Information to be used in doctoral dissertation

Mr. Gerald Maynor, a native of our County and a former public school teacher and now in the Education Department at Pembroke State University, has completed course work toward his doctoral degree and is now in the process of gathering information for his dissertation. Mr. Maynor is doing his dissertation on parental attitude toward public schools.

Mr. Maynor has sometime ago discussed this matter at length in our office with Mr. Stell and me. His purpose is to get an honest feeling that parents have toward public schools. His information will not point or be designated toward any one school as all information will be compiled from the several schools surveyed and used in a most constructive manner. Mr. Maynor has very graciously allowed us to participate in some alterations in his attitude survey to make them what we thought would be more realistic and less likely to create any ill will or resentment from parents, school administrators, teachers and other persons involved who might be furnishing this information. We have studied this attitude survey closely and we cannot see where it can do any harm, in fact, we think it would be helpful as it would give us an opportunity to see how many of our parents feel toward our schools. Further, I think it would give parents an opportunity to express themselves regarding their schools in a manner which they might appreciate.

Mr. Maynor fully understands that this is a busy time of year and he desires to make this the least possible burden on the school principal or the person that the principal might designate to help him get out this survey. It might be that your particular school is involved in so many activities that you prefer not to participate at all. If so, Mr. Maynor will select another school; however, I must state that Mr. Maynor, in conference with us, has asked us to suggest the schools in which this survey is to be carried out. There are certain factors he would like to discuss with you because on a County-wide basis he would like to get a cross-section of our various race groups involved in this survey.

Within the next several days Mr. Maynor will be contacting you for an appointment and will come to your school with a copy of the survey and discuss it fully with you and explain what he is trying to do and I am sure will be happy to answer any questions you ask.

As Superintendent of the Robeson County Schools I do hope that you might see fit to participate in this survey as I do think it can be helpful and certainly we deeply appreciate those who are attempting to make studies or carry on activities which are totally constructive and designed to be used to constructively improve our schools and who desire to go through the appropriate ethical channels in doing so. Therefore, I again state that I hope that you will see fit to co-operate with Mr. Maynor in this endeavor.

APPENDIX F

LETTER TO PARENTS

PEMBROKE STATE UNIVERSITY
PEMBROKE, NORTH CAROLINA 28372

OFFICE OF DIRECTOR OF
STUDENT TEACHING

April , 1974

Dear Parents:

A survey is being conducted in Robeson County relative to parental attitude toward public education. This research is being conducted with the full knowledge of your administrators. Your name has been selected as a representative sample from your school community. In the next several days someone will visit you to discuss your attitude toward the public schools that your child (or children) attend. Your name will not be used in any way whatever. Your answers will be combined with those from many other people for analysis.

Your help in this project will be deeply appreciated.

Sincerely yours,

Gerald D. Maynor

GDM:jh

APPENDIX G

INDIVIDUAL SCORING SHEET

INDIVIDUAL SCORING SHEET

RACE - I - B - W SOCIO-ECONOMIC STATUS _____ MULTI-CULTURAL _____ RACIALLY IDENTIFIABLE ___

School Approval - Rejection Scale

Question Items

1 ___
6 ___
8 ___
10 ___
12 ___
13 ___
14 ___
16 ___
19 ___
21 ___
22 ___
23 ___
32 ___
34 ___

total _____

Curriculum and Course Content

1 ___
2 ___
7 ___
8 ___
9 ___
10 ___
11 ___
12 ___

total _____

Personal Gudiance and Social Skills

5 ___
6 ___
13 ___
14 ___
15 ___
16 ___
17 ___
18 ___

total _____

School-Parent Communications

19 ___
20 ___
21 ___
22 ___
23 ___
24 ___

total _____

Building Adequacy and Maintenance

25 ___
26 ___
27 ___
28 ___
29 ___
30 ___

total _____

ALL TOTALS = _____

APPENDIX H

PERMISSION TO USE THE

"YOUR SCHOOL" SCALE

THE OHIO STATE UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
1775 SOUTH COLLEGE ROAD
COLUMBUS, OHIO 43210

March 5, 1974

Mr. Gerald D. Maynor
Department of Education
Pembroke State University
Pembroke, North Carolina 28372

Dear Mr. Maynor,

"Your School", the instrument you request, is included in full in an appendix to the monograph School-Community Attitude Analysis for Educational Administrators and its development and testing is discussed in some detail in chapters three and four of the monograph. I suspect you will not want to use the entire instrument but will prefer to study it and use those portions which are appropriate to your purposes. The monograph is available from The Ohio State Publications: Salses and Distribution, 20 Lord Hall, 124 w. 17th Ave. Columbus, Ohio 43210. I have no objection to your using portions of it provided it is used responsibly and that the customary acknowledgement is made.

Sincerely yours,

Robert P. Bullock
Professor of Sociology

VITA

Personal

Gerald D. Maynor, a Lumbee Indian, was born August 30, 1934, in Pembroke, North Carolina, the son of Juddie and Mary F. Maynor. He is married to the former Annie Ruth Lowery. They have five children: Wanda, Gerald, Jr., Myra, Ramona and Gina.

Educational Preparation

In 1951, he graduated from the public high school in Pembroke, North Carolina. After serving four years in the United States Air Force, he entered Pembroke State College in 1955 and graduated in 1959 with a Bachelor of Arts degree in Social Studies. In 1966, he received his Master of Arts degree from Appalachian State University in Boone, North Carolina. In 1971, he was a participant in a Leadership Training Project for Administrators at the University of Miami, Coral Gables, Florida. He received his Doctor of Education degree from the University of Miami in December, 1974.

Professional Experience

Junior high school teacher, Baltimore County, Maryland (1959-1963); Elementary school teacher, Coach

and Guidance Counselor, Raeford, North Carolina (1963-1968); Guidance Director, Raeford, North Carolina (1968-1971); Instructor, Pembroke State University, Pembroke, North Carolina (1973-1974).

Permanent Address

Post Office Box 1074, Pembroke, North Carolina 28372.

MAYNOR, Gerald D., Sr. (Ed.D. - Educational Administration)

THE EFFECTS OF SOCIO-ECONOMIC STATUS AND RACE ON PARENTAL ATTITUDES TOWARD PUBLIC EDUCATION IN A TRI-RACIAL SCHOOL DISTRICT (December, 1974) Abstract of a Doctoral Research Project, University of Miami, Coral Gables, Florida. Chairman: Dr. John H. Croghan.

Purpose

The purpose of this study was to investigate the possible relationships that may exist between the aspects of parental attitude toward public education and the race and socio economic status of the parent. In addition, parental attitude scores were analyzed relative to the cultural environment of the school. More specifically, the purpose of the study was to provide and examine data relative to the following questions:

1. Does socio-economic status significantly affect parental attitudes toward public education?
2. Does race significantly affect parental attitudes toward public education?
3. Does the racial composition (multi-cultural or racially identifiable) of the school significantly affect parental attitudes toward public education?

Procedures

Data for this study were gathered from a systematic random sample of 240 parents of public school students in a rural southeastern section of the United States. The random sample was systematically selected to include American Indian, American Blacks, and American Whites.

The instrument used in this research was a scale of 34 items developed by Robert P. Bullock to measure the degree of parental approval of local schools. Socio-economic status was determined by using the first digit of Duncans Index of Socio-Economic Status (Reiss, 1961) as applied to the occupation of the head of household. Data were collected through personal interviews.

Analysis of variance technique as developed by Clyde's MANOVA Statistical Subroutine (Clyde, 1969), was used to determine if there were significant differences between race, socio-economic status and school environment on parental attitude scores toward public education. The Newman-Keuls Test for Multiple Comparisons were made according to the procedures outlined by Winer (1962).

Findings

1. No significant relationship was found to exist between socio-economic status and parental attitudes toward public education.

2. A significant relationship was found to exist between race and parental attitudes toward public education.
3. No significant interaction was found to exist among race, socio-economic status, and parental attitudes toward public education.
4. No significant difference was found to exist between school environment and parental attitudes toward public education.
5. A significant interaction was found to exist among race, school environment, and parental attitudes toward public education.
6. A significant interaction was found to exist among socio-economic status, school environment, and parental attitudes toward public education.
7. A significant interaction was found to exist among race, socio-economic status, school environment, and parental attitudes toward public education.

Conclusions

Results of this study seem to permit the drawing of the following conclusions:

1. The socio-economic status of parents does not seem to influence their attitude toward public education.
2. Of the three racial groups, black parents would be more likely to have a more positive attitude toward public education than Indians and whites.
3. Blacks and whites are more favorable toward desegregated schools than Indians.

Recommendations for Further Research

1. It is recommended that this study be replicated in various other communities to validate the results and conclusions presented.
2. A comparative study should be conducted relative to parental attitudes toward public education and student achievement since the two variables would seem to be related.

3. When a similar study is to be replicated, select a time that corresponds to community involvement such as board of education elections or other situations that tend to include emotional issues.
4. It is recommended that the participating school district analyze the results for any possible benefit that might accrue to that district.
5. The role of parents in school issues should be reviewed in order to determine if parental participation is being given proper consideration in participative planning and action.
6. School-parent communications were found to be significant on three of the seven hypotheses tested. A survey of conditions that promote or restrict informational flow--in either direction between the school and community--could hold possible value to public school administrators.

7. A study should be conducted relative to parental attitudes toward particular aspects of the school program such as curriculum, communications, facilities, discipline, social skills and school board relations.
8. The relationship of parental attitudes and the attitudes of their children toward public education should be explored since other research indicate a close relationship between the two.
9. An in-depth study should be conducted as to possible cultural explanations why certain racial groups responded favorably while other groups responded unfavorably toward multi-cultural school environments.